



2005

Ontario Prospects

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Ontario's Guide to Career Planning



Success for all!

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HIGH
5

1 KEEP ON LEARNING.

Strive for continuous personal improvement. Stay motivated by learning new skills and developing new talents.

2 FOCUS ON THE JOURNEY.

Recognize that your career journey will be lifelong. Appreciate each and every experience along the way.

3 FOLLOW YOUR HEART.

Pursue your passion to find fulfillment. Discover ways to marry your interests with career opportunities.

4 TEAM UP WITH OTHERS.

Rely on the support of your family, your mentors, and your peers. Make your career success a team effort.

5 BE OPEN TO CHANGE.

Recognize that the world around you is constantly changing. Stay open to that change and remain alert to new opportunities.

Building TRUST

"If I can make a difference in a First Nations student finishing high school or moving on to university, college, or the workforce, then I am doing what I need to do."

The first day of my second year as vice-principal at Fort Frances High School has ended on a positive note. I just finished meeting with a First Nations student about her classes and her plans to try out for the girls' volleyball team. I feel a sense of pride and accomplishment as she leaves my office. My ultimate goal is to give First Nations students an understanding of the importance of education and that athletics is only one part of the big picture.

My name is Brent Tookenay and I am a member of the Couchiching First Nation. My confidence level is a little higher this school year. I have a plan and I have given some thought to the key issues facing the First Nations students at Fort Frances High School. This comes from the experience that I had during my first year as vice-principal at the school, which has about 1,000 students, 20 per cent of whom are First Nations students.

In a unique partnership between the Rainy River District School Board (RRDSB) and Seven Generations Education Institute, Delbert Horton (CEO of Seven Generations) and Warren Hoshizaki (director of RRDSB) looked to address the low graduation rate and achievement levels of the First Nations students. In their planning, Horton and Hoshizaki felt that it was important to have a person with First Nations blood in a position of authority at Fort Frances High School. As a result, I left my position as teacher/principal at Seven Generations Education Institute and became vice-principal at Fort Frances High School.

Seven Generations Secondary School is a branch of the institute and has been in existence for 13 years. It is a private First Nations school that is inspected by the Ministry of Education and has an enrolment of approximately 140 students. I had spent my entire teaching career at this school and had built many relationships with the 10 First Nations communities to which it provides educational services. Now it was time to accept a new challenge. I was excited about it but also nervous about what to expect.

I graduated from Bemidji State University in Minnesota with a major in physical education and a minor in health education. I chose to go to Bemidji State because of the hockey program offered there. I was not really interested in the university other than that the hockey team was successful and the university looked like a great place to play. My dad had played junior hockey with the person who was head coach at that time, and my parents guided my decision to attend Bemidji State. Once I got to Bemidji, my outlook on education and the importance of it changed. My parents always pushed me towards university and playing university hockey. I have to give them all the credit in the world. My dad did not finish high school but talked to me about how important it was for my future to get an education.

It was a difficult thing to move away from home, and many times I wanted to leave Bemidji and go home. When you come from a small town where everyone knows everyone, you are going to miss something when you leave. It was even more difficult because I was doing this alone. No other players from my junior team were going on to play at a higher level, so this was another family that I had spent a lot of time with over a two-year period that I was leaving behind. I can honestly say that the hardships I experienced helped me with my decision, once my hockey career was over, to move to Fort Frances and take a job with Seven Generations.

I chose to become a teacher because it is something that feels right. I feel that I need to help First Nations people because they helped me to get where I wanted to go. I need to give something back to them, and the best way to do that is through education. If I can make a difference in a First Nations student finishing high school or moving on to university, college, or the workforce, then I am doing what I need to do.

Being a vice-principal at Fort Frances High School has many challenges and, with my focus being on the First Nations students, the challenges sometimes seem insurmountable. The main challenge and the one that I am focused on is getting the

parents of the First Nations students to be a part of the school. The First Nations parents need to feel that they contribute to the success of the school as a whole, and that their input and support are vital to the success of all students in the school. Many of the First Nations parents have not had a positive experience with their education at the secondary level. I believe that my relationships with these parents will go a long way in helping their children achieve success at Fort Frances High School. Building the trust of these parents does not happen overnight and may take longer for some, but it is the key ingredient in getting parents to become involved in their children's education.

You can always state the old clichés of follow your dreams and follow your heart when looking into the future. I believe that if you work hard, attend classes, and treat people with respect, you will succeed in whatever your goals are. *Gichi enigok anokiin, apane ishaan gaakinoomading, mino gaa naawabam gakina anishinaabeg giigaamikaan jiiminoyaayin.*

My dad told me one day when I was leaving for my second year at Bemidji State that "once you have your education, nobody can take it away from you." *Baakajji giikedaasowin gaawiin aawe ya giidaamaka'migosii.* If the students can understand this statement and that it is the key to their future, all First Nations communities will benefit. **Brent Tookenay**, Vice-principal, Fort Frances High School

Editor's Note: In Brent's first year as vice-principal at the school, the number of First Nations students who graduated doubled.



Networking W5

Access your allies, land a job, build a career.

Networking is a highly effective technique for career building. It's the act of making connections – with people, resources, and programs – to confirm or discover your career interests and identify training and work opportunities. It's the act of becoming part of a community of individuals who help and support one another.

But just how do you build your network? Where do you start? This Networking W5 has been developed to give you some practical strategies – to guide you through the who, what, when, where, why (and how) of networking.

WHO

The first step is to identify possible career allies in your immediate circle. Start with people you know. This may include parents, brothers, sisters, other relatives, friends, current or past employers, teachers, counsellors, coaches, neighbours, or other people in your community.

Ask them questions about their work experiences, your field of interest, and whether they know of anyone in that field who may be able to give you information and advice.

Assemble a list of approximately five people identified by your immediate circle. These will be candidates for information interviews, during which you can gather valuable insights about occupations in your field of interest and training options.

WHAT

While you're making personal connections, seek out information resources relevant to your field of interest, and research course selections and training as well as co-op or internship opportunities available for occupations in that field.

WHEN and WHERE

Everywhere and always! You'd be surprised how often you'll meet people in your field of interest – in the bleachers at a hockey game, at a weekend barbecue, at a school career fair, at the hair salon. Keep your eyes and ears open – career allies are all around you!

WHY

Because career allies are your best avenue to a work life that is personally rewarding. They can encourage, motivate, and support you in your search for a career that aligns with your interests, personality, needs, and desires. Very often, they lead you to opportunities in the "hidden job market" – positions advertised only by word of mouth. And when you become an ally for others, you earn the satisfaction of sharing your knowledge and experience.

and ... HOW

The three primary strategies for networking are informal conversations, secondary research, and formal information interviews. The casual chats are those you have with your immediate circle. The secondary research is the information you gather about career links (information resources and training programs); the school Guidance office, your local library, and the local employment office are great places to do secondary research, as are credible websites. Information interviews represent the third strategy. These require proper preparation. Use the Career P.I. guide on page 4 to get started.

Work your network A W5 Worksheet

WHO

Identify potential career allies from your immediate circle of family and friends. Ask them questions about their work experiences, your field of interest, and whether they know of anyone in that field who may be able to give you information and advice.

Consider:

- parents
- siblings
- other relatives
- friends
- current employers
- past employers
- teachers
- counsellors
- coaches
- neighbours
- community contacts

Potential career allies:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Candidates for information interviews:

1. _____
2. _____
3. _____
4. _____
5. _____

WHAT

Seek out information resources relevant to your field of interest, and research training programs and educational opportunities available for occupations in that field.

Information resources:

1. _____
2. _____
3. _____
4. _____

Training programs and educational opportunities:

(may include job shadowing, internship, student exchanges, formal apprenticeship)

1. _____
2. _____
3. _____
4. _____
5. _____

Relevant websites:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

WHEN and WHERE

Find out about relevant industry events and career fairs taking place at your school or in your community. Note them here.

EVENT

DATE

- | EVENT | DATE |
|----------|-------|
| 1. _____ | _____ |
| 2. _____ | _____ |
| 3. _____ | _____ |
| 4. _____ | _____ |
| 5. _____ | _____ |
| 6. _____ | _____ |

HOW

Schedule your 15-minute information interviews and keep track of them here.

NAME

LOCATION

TIME OF INTERVIEW

- | NAME | LOCATION | TIME OF INTERVIEW |
|----------|----------|-------------------|
| 1. _____ | _____ | _____ |
| 2. _____ | _____ | _____ |
| 3. _____ | _____ | _____ |
| 4. _____ | _____ | _____ |
| 5. _____ | _____ | _____ |

WHY

As you invest the time to make career connections and nurture your network, remember that your allies can help you land a job and build a truly rewarding career!

CAREER P.I.

Guide to the Information Interview

Information interviews allow you to hear first-hand about the experience of individuals working in your field of interest. According to Laurie Edwards, Director of Workforce Initiatives at Nova Scotia Community College, before jumping into an information interview it's important to understand one key ground rule: an information interview is not a job interview.

"Your aim is not to ask for a job – it's to find out what the work is really like, what opportunities exist, and whether the job matches your interests and skills," Laurie says. "While you may come out of an information interview with job leads or even an offer, it's unlikely. However, the person you interview may be an important career ally for you in the future."

Laurie advises her students to make their job search "planful."

HERE ARE SIX STEPS TO SUCCESS:

Do your homework.

Before the interview, gather basic information about the career in question – from books, newspaper articles, course calendars, and websites. Go in with some background.

Develop a list of questions that these sources didn't answer for you.

Spend some time thinking of strong questions. Good questions will yield good information. Here are some suggestions:

- What do you do on a typical day on the job?
- What aspects of the work do you like most? Least?
- What personal qualities are important to succeed in this kind of work?
- If you had to do it over again, is there anything you would change in how you prepared for your career?
- What career opportunities are there for someone entering this type of work?
- How do you see this occupation or industry changing in the future?

Book your interviews.

Contact your candidates for information interviews. Tell them you'd like to book 15 minutes of their time. Tell them up front that you are not seeking a job, but rather are in search of information about your field or occupation of interest.

Practise your script.

Before the interview, practise your interview script (your introduction and questions) with someone you know. Get their feedback and refine your script.

Bring a résumé.

Take a copy of your résumé. Tell your interview subject you'd like to leave it in case she hears of any opportunities (in her organization, in another department, or in another company).

Make the next connection.

End the interview by asking your interview subject if there is someone else he or she could suggest you speak with to gather further information.

This article includes material adapted from Nova Scotia Community College resources with permission.

Networking etiquette

One of the most critical requirements for successful networking is follow-through. Maria De Cicco, a career development counsellor, encourages her clients to always practise good "networking etiquette."

SAY THANK YOU

Remember to send a thank-you note after each and every information interview. Hand write it for a personal touch.

FOLLOW UP

In most cases, your interview subject will suggest the names of others you should speak with to gather information. Follow up with your contact to report on how those subsequent consultations went.

NURTURE YOUR NETWORK

Maintain connections with your interview subjects. This is the most important element to keep your network alive, Maria says. "And it doesn't mean calling every month to ask for a job. It's about developing relationships. Send an e-mail now and then to check in with and update contacts on your career moves. Also, show an interest in them and ask about their plans." She suggests sending relevant articles or news tidbits now and then that may interest them.

BE AN ALLY FOR OTHERS

Become an ally for others. Share your knowledge and experience. Expand your network in new ways!

BE ENTHUSIASTIC

Maria stresses the importance of enthusiasm in all networking efforts. "Showing you are keen and committed will help you sustain your career exploration and enhance your personal career growth," she says.

Living NETWORKING

A new model for making career connections

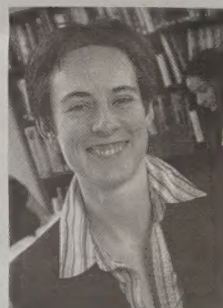
Career practitioners across the country promote networking as a key strategy for job searching and career planning. But many people are uncomfortable with the notion of making cold calls and "selling" themselves. **Cathy Keates**, Manager of Curriculum and Service at the Career Centre at York University in Toronto, has developed a new model for making contacts – one that takes the pressure off.

"Networking has two modes – what I call 'doing networking' and 'living networking,'" she says.

Cathy defines the act of doing networking as the traditional mode of networking, in which individuals search for job opportunities, make cold calls, and attend industry events to make contacts.

Living networking, according to Cathy, is a different approach altogether, one that has been underaddressed, is more manageable, and tends to lead to more opportunities.

"Living networking is an engaged and curious approach to life, in which we share ideas and develop long-term relationships with others. When we are living networking, we are not looking for short-term gain but are interacting with others for the sake of connection and curiosity," she says. "It is not about selling or marketing ourselves, but rather about creating real relationships and recognizing opportunities for connection."



CATHY KEATES'S RECOMMENDED STRATEGIES FOR LIVING NETWORKING:

1 Engage in curiosity conversations.

Don't begin conversations with prospective career allies with a 30-second self-promotion followed by discussion geared toward reinforcing your qualifications. Instead, let curiosity be your guide. Speak to people just to find out more about them because you value them as interesting human beings, because you want to discover common interests and make real connections. Let them ask you questions about yourself. Then offer them information about your career interests.

2 Share information.

Once you've connected with career allies, share information with them. Send them articles you think may interest them or websites they may be keen to know about.

3 Convey your passion.

Isn't it energizing to listen to people talk about their passion? They get so excited, they offer a glimpse at their true selves. When you're speaking to others about your interests, capabilities, goals, and aspirations, be open about passion. People will meet the real you and you'll begin to form lasting relationships.

4 Participate in a professional community.

This activity is not so much about attending events and collecting business cards. Rather, it's about being part of a community, getting to know others, and contributing your time and expertise. When you work with others who share your purpose, you make strong connections.

5 Connect others to opportunities.

Living networking also means looking for and creating opportunities for others – being a career ally yourself.

Be Part of the Domino Effect

Skills Canada—Ontario is a not-for-profit organization dedicated to supporting the development of youth and the prosperity of industry in Ontario. Through its partnerships in education, industry, labour, and government, the organization is helping to brighten young people's futures and strengthen the future of industry. This is best described as "the Domino Effect."

Since 1989, Skills Canada—Ontario has initiated, developed, and enhanced interactive programs and services for young people in Ontario. We put skilled trades and technological jobs in the spotlight by letting youth know that they can choose rewarding and challenging work in the skilled trades and technologies. Over 600,000 students benefit from the programs and activities we facilitate within the province.

Skills Canada—Ontario encourages you to be a part of the Domino Effect as we continue to grow! Satellite offices have been opened in Peterborough, Toronto, Thunder Bay, Sudbury, and Ottawa. Six liaison officers work out of these offices and provide programs and services to their surrounding communities.

Interest in the Ontario Technological Skills Competition has increased significantly. In 2005, Skills Canada—Ontario introduced six qualifying competitions that will take place in six contest areas at colleges across the province. Competitors with the highest standings will advance to the 16th Ontario Technological Skills Competition, which will take place at RIM Park and Manulife Financial Sportsplex in Waterloo from Monday, May 2 to Wednesday, May 4, 2005.

Through Skills Canada—Ontario's affiliation program, we offer many interactive programs that stimulate interest in the trades and technologies:

- **"What's Out There?"** – These informative, in-school presentations are offered in both official languages to elementary and secondary students across the province.
- **Cardboard Boat Races** – This program demonstrates the importance of studying science, math, and technology in a fun, practical, and interactive manner. It's amazing to witness a team of high school students build a boat with cardboard, glue, duct tape, and string and watch as they race their boat across a pool of water to the finish line. Finalists compete at the Championship Cardboard Boat Race in Scarborough.
- **"Skills Work® for Women" Networking Dinners** – These award-winning dinners provide an opportunity for female high school students interested in learning about careers in the trades and technologies and women working in these fields to connect and network informally over dinner.
- **"Skills Work® for Youth" Employability Skills Camps** – These week-long day camps provide students in grades 7 and 8 with hands-on activities in construction, manufacturing, transportation, and services while also enhancing students' employability skills.
- **Ontario Technological Skills Competition** – This competition is our cornerstone event. For three days, over 1,000 students from across the province will showcase their talents and test themselves against industry standards. Other events held in conjunction with this competition include Elementary Technology Activity Day, "Think Skills ... Think Future" Young Women's Conferences, the Teacher Advisor Conference, and the Careers Showcase.

For more information on the competition or our other programs, visit the Skills Canada—Ontario website at www.skillsontario.com or e-mail me at laran@skillscanada.com. **Lara Novak**, Manager, Programs

PLAR

Adult learners in the province of Ontario have a new opportunity to earn equivalent credits that count towards the achievement of an Ontario Secondary School Diploma (OSSD). Prior Learning Assessment and Recognition (PLAR) for Mature Students formally assesses and recognizes, by awarding credits, the prior learning that adults have gained from training, courses, and work experience. This enables students to write a series of subject-based assessments to achieve the grade 9/10 level. Students can then apply for grade 11 and 12 equivalent credits or challenge credits. All students must then complete at least four grade 11 and 12 credits, including senior level English, in order to graduate.

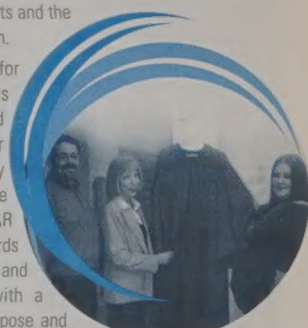
PLAR for Mature Students is available to students who entered grade 9 in the 1999/2000 school year or later and to any student who is new to the Ontario school system. Some mature students will continue to have their prior learning assessed under a former procedure.

Many students at the T.R. Leger School of Adult, Alternative and Continuing Education in the Upper Canada District School Board have welcomed the opportunity to earn equivalent credits under PLAR. These students are now much closer to obtaining their OSSD. Two such students are **Angel Depatie** and **Touba Jawaaid**. Angel, 19, returned to school when she realized that she was spending her time in dead-end jobs because she did not have her high school diploma. She quickly earned five credits through the subject-based assessment process and is now in the process of applying for senior equivalent credits. Angel believes that PLAR has put her closer to reaching her goals. She says that she can now "concentrate harder on working on the credits I will need for college."

"Many of our students have benefited from PLAR and are working towards a variety of ... destinations with a renewed sense of purpose and optimism for the future."

Touba Jawaaid, 24, returned to school so that she could work towards fulfilling college admission requirements. She had her prior education from Pakistan assessed under PLAR and found that she needed only five credits to obtain an OSSD. Touba is currently completing these requirements through classroom-based credits and the school's co-op program.

Clearly, PLAR for Mature Students has enabled Angel and Touba to achieve their academic goals. Many of our students have benefited from PLAR and are working towards a variety of academic and other destinations with a renewed sense of purpose and optimism for the future. **Brenda King**, Principal, T.R. Leger School of Adult, Alternative and Continuing Education



Mark has the Midas touch!

Whether completing repairs on automobile rocker panels, bumpers, or doors, **Mark Millson** has the Midas touch! The 19-year-old auto body repair apprentice has set his sights on gold at the 38th World Skills Competition in Helsinki, Finland.

When Mark won, in May 2004, a gold medal at the Ontario Technological Skills Competition, the cornerstone event of Skills Canada—Ontario, he earned a place on Team Ontario. He advanced to the Canadian Skills Competition in Winnipeg a month later. "Winning a gold medal at a national level was a goal I set for myself, and I'm pleased that I was able to accomplish it" Mark says.

Winning gold at the Canadian Skills Competition provided an opportunity for Mark to be selected for Team Canada. The 19 Team Canada delegates will compete in their respective contests from May 19 to June 2, 2005. The competition features over 48 contests related to the skilled trades and technology.

Getting to be as successful as Mark is takes much hard work and dedication. "I set realistic goals for myself and work hard to achieve them," says Mark, who can often be found examining, diagnosing, and repairing the damaged cars brought into the shop where he works.

Mark recently became an apprentice at Budd's Collision Services Ltd. in Oakville. He credits his success to encouragement from his family and teachers at his high school. His experiences in the Ontario Youth Apprenticeship Program have provided opportunities to hone his skills. Mark emphasizes that "hands-on learning experiences are important. Students, teachers, parents, educators, government, and industry need to continue to work closely together!"

Mark knows that a career in a skilled trade has the same value and merit as a university degree and realizes that skilled tradespeople are in demand throughout Canada. "Investing time and energy into exploring interests during high school can help young people find a fulfilling adult work life," he says. "There is a world of information out there. Talk to people who work in or have worked in these fields to help take the mystery out of career options in the skilled trades and technologies. Don't be afraid to ask questions and work hard to achieve what you want!"



"Investing time and energy into exploring interests during high school can help young people find a fulfilling adult work life."

A PERSONAL INVENTORY: *the master résumé*

A master résumé is a career record – a complete listing of all the skills and experience you have accumulated in your life so far. As specific job opportunities arise, you can use this master document to create powerful targeted résumés that respond directly to the unique requirements of particular jobs. As your career path evolves, so will this master document; you should update it regularly.

Benefits of a master résumé

There are several benefits to creating a master résumé:

- It gives you a permanent record of all your skills, experience, and accomplishments.
- It simplifies the task of building a targeted résumé.
- It allows you to observe patterns in your career path.
- As it builds, so does your self-confidence – you can see your progress in black and white.

Writing your master résumé

Your master résumé should consist of a series of bulleted skill statements. Each statement should contain strong action words that capture your accomplishments and describe your experience. A basic format follows.

In the example that follows, notice how comprehensive the list of skill statements is, and how well the value of this person's food-service experience has been captured.

Name
Address
City, Province, Postal Code
Telephone
E-mail Address

Work Experience/Skills

(List each company, job title, and dates worked in reverse chronological order followed by your skill statements.)

Education

(List each school, degree, diploma or certificate, location, and dates attended in reverse chronological order.)

Volunteer Experience

(List in the same format as work experience.)

Highlights (optional)

(You may want to highlight skill areas such as Computer Skills or Management Skills.)

Personal Profile (optional)

(You may reference personal attributes or interests.)

Crew Member – Wendy's Restaurant

- Monitored inventory to ensure supplies were maintained throughout shift
- Cooked beef burgers on grill according to company standards
- Maintained a clean grill at all times
- Tested and visually verified burgers were properly cooked
- Organized burgers on grill to maximize productivity and to ensure even distribution of heat
- Greeted customers and took customer orders, professionally repeating order to ensure accuracy
- Received payment in cash, credit card, and debit transaction, providing correct change when appropriate
- Volunteered for and/or accepted shift changes and overtime assignments to accommodate the needs of the business
- Tested machinery to ensure that it was functioning normally in preparation for busy shift
- Monitored time limits for prepared food and disposed of expired items according to store policy
- Cleaned and sanitized all areas of store and removed garbage as required; volunteered immediately to clean up spills
- Listened to customer concerns and responded appropriately, referring to and introducing the shift manager if necessary
- Reduced waste by regulating food preparation according to the number of potential orders in the customer lineup
- Witnessed cash balances by recounting contents of cash drawer, confirming manager's total and signing ledger
- Troubleshooted equipment failures and found workaround solution if necessary
 - Isolated and identified point of failure; repaired if possible
 - Systematically reviewed system components, beginning with the most likely problem areas, to identify failure

- Correctly identified failed parts and documented numbers for replacement orders
- Clearly labelled broken machinery, removed safety hazards, and notified the team of the problem, workaround, and timeline for repair
- Completed work early and assisted co-workers if needed
- Monitored store property to prevent vandalism and theft
 - Reported incidents to the management and police
 - Noted relevant details for entry into incident reports
- Recognized and greeted repeat customers to show them they are valued
- Reordered stock to make frequently used items more accessible
- Assisted persons with disabilities with their orders and ensured their comfort in the dining area
- Demonstrated skills and provided performance feedback to new trainees

Converting tasks to skill statements

When working to convert your tasks to skill statements, be sure to articulate the following:

- all task details
- why you undertook them (your initiative, to support your team, etc.)
- how they had value (increased sales, improved operational efficiency, etc.) and to what extent (e.g., reduced mailing costs by \$5,000 per year)
- who was involved (you alone or a team; under supervision or working independently)
- instances of recognition (e.g., Employee of the Month awards)

Adapted from Langara College resources, Vancouver, BC, with permission.

CREATING AN ELECTRONIC RÉSUMÉ: 8 Steps

More and more, employers are using computer databases to search résumés and identify qualified candidates. When submitting a résumé to one of these databases, it's important to ensure that you've built the document in a way that will maximize the number of times your file will match an employer's query.

Most important, you'll want to ensure that you've included keywords relevant to your desired field of work and/or occupation. Here's how to format an electronic résumé:

1. Near the top, add a Keyword Summary of specific words that an employer will probably use as search criteria.
2. Remove all formatting, including bold lettering, italics, special fonts, graphics, borders, centring, and underlining.
3. Use a monospace font such as Courier, and keep it all in one size throughout.
4. Take out page numbers and headers, since a database file has no page breaks.
5. Remove all tabs – put tabbed information on a separate line to set it apart.
6. Use dashes instead of horizontal lines to separate portions of your résumé.
7. Use capital letters instead of bold to highlight the title of each new section.
8. Replace bullets with asterisks (*) or plus signs (+).

Adapted from Langara College resources, Vancouver, BC, with permission.

Name
Address
City, Province, Postal Code
Telephone
E-mail Address

KEYWORD SUMMARY

Diploma – Financial Management, taxation, auditing, accurate, methodical, people person, team player, analysis, bachelor degree – Economics, efficiency, Quickbooks, ACCPAC, MS Office, Access, publishing, finance, marketing, statistics, management, communicator, fluent English, French, accounting

OBJECTIVE

To use my financial and people skills in a growing company within public accounting

WORK EXPERIENCE

Wendy's Restaurant
January 2001 – September 2003
Grill Cook

- Monitored time limits for prepared food and disposed of expired items according to store policy
- Reduced waste by regulating food preparation according to the number of potential orders in the customer lineup
- etc.

TRANSFERABLE SKILLS INVENTORY

Increasingly in career development, there is a focus on transferable skills – those capabilities that can be transferred from one job to the next, from one industry to another. When taking inventory of the skills you've acquired that may be transferable to another occupation or field of work, review the following list compiled by Human Resources and Skills Development Canada:

<input type="checkbox"/> ANALYZING situations or data	<input type="checkbox"/> HANDLING COMPLAINTS, parent's, client's, customer's, or citizen's	<input type="checkbox"/> PROGRAMMING equipment or activities
<input type="checkbox"/> ASSEMBLING equipment or information	<input type="checkbox"/> INSPECTING OR EXAMINING physical objects, financial statements, or through test administration	<input type="checkbox"/> PROMOTING one-to-one or through media
<input type="checkbox"/> CALCULATING mathematical computations or risk assessment	<input type="checkbox"/> INTERPRETING data, legal, medical, or technical terminology or other language	<input type="checkbox"/> RECORDING numerical or scientific data
<input type="checkbox"/> COACHING, guiding, or tutoring	<input type="checkbox"/> INTERVIEWING	<input type="checkbox"/> RECORD KEEPING, logs, files or timesheets
<input type="checkbox"/> COMPILING data or facts	<input type="checkbox"/> INVESTIGATING private information, underlying causes, or sequence of events	<input type="checkbox"/> REPAIRING equipment, vehicles, furniture or accessories
<input type="checkbox"/> CONSTRUCTING objects or buildings	<input type="checkbox"/> MAKING LAYOUTS for printed media or public displays	<input type="checkbox"/> RESEARCHING, obtaining information from libraries, surveys or physical data
<input type="checkbox"/> CO-ORDINATING activities or events	<input type="checkbox"/> MEETING THE PUBLIC, receptionist, agency or product representative, salesperson, personal or public servant or tour coordinator	<input type="checkbox"/> SELLING ideas, products or policies
<input type="checkbox"/> CORRESPONDING, answering, or initiating	<input type="checkbox"/> MONITORING progress of people, processes or equipment	<input type="checkbox"/> SERVING a product or an individual
<input type="checkbox"/> COUNSELLING	<input type="checkbox"/> MOTIVATING	<input type="checkbox"/> SKETCHING pictures, diagrams or charts
<input type="checkbox"/> CREATING, artistic creations, new ideas, or inventions	<input type="checkbox"/> OBSERVING physical circumstances, human behaviours or changing situations	<input type="checkbox"/> SPEAKING in public, to groups or via electronic media
<input type="checkbox"/> DECIDING alternatives, resources, or materials	<input type="checkbox"/> OPERATING equipment, machines or vehicles	<input type="checkbox"/> SUPERVISING people or processes
<input type="checkbox"/> DELEGATING tasks or responsibilities	<input type="checkbox"/> ORGANIZING people, information or events	<input type="checkbox"/> TEACHING, formal or informal
<input type="checkbox"/> DESIGNING products or systems	<input type="checkbox"/> PLANNING, budgeting, goal setting or scheduling	<input type="checkbox"/> TIMING, organizing time or events
<input type="checkbox"/> DISPLAYING ideas, products, or equipment		<input type="checkbox"/> TROUBLESHOOTING equipment or situations
<input type="checkbox"/> EDITING newspapers or magazines		<input type="checkbox"/> UPDATING information or records
<input type="checkbox"/> ESTIMATING costs, income, or physical space		<input type="checkbox"/> USING INSTRUMENTS, engineering, medical or scientific
<input type="checkbox"/> EVALUATING performance, programs, processes, or events		<input type="checkbox"/> WRITING, creative or technical
<input type="checkbox"/> FUNDRAISING one-to-one or through media		
<input type="checkbox"/> GROUP FACILITATING, managing group interactions		

Skills Glossary

There's so much talk of *skills* in career planning today. Here's a handy reference list of common "skills buzzwords."

Employability or soft skills: The fundamental skills required by most employers today. The Conference Board of Canada divides them into three groups: teamwork, personal management, and academic skills (which include communication, thinking, and learning skills). www.calsca.com/conference_board.htm

Essential skills: The nine skills needed for work, learning, and life, as defined by Human Resources and Skills Development Canada: reading text, document use, numeracy, writing, oral communication, working with others, continuous learning, thinking skills, and computer use. Transferable to virtually any occupation, these skills provide the foundation for learning all other skills, and enable people to evolve with their jobs and adapt to workplace change. www15.hrdc-drhc.gc.ca

People skills: Interpersonal communication and teamwork skills considered highly valuable in most occupations.

Trade and technology skills: Essential in the more than 100 trades and technology careers that require high levels of skill and formalized apprenticeship training. They include aircraft inspectors, bricklayers, cable television technicians, chefs, pipe-fitters, oil well drillers, and welders. www.careersintrades.ca

Transferable or horizontal skills: Those capabilities that can be transferred from one job to the next, from one industry to another. They include oral and written communication; leadership and management; human relations; research, planning, and analysis; and time management.

Vertical or occupational skills: Occupation-specific technical skills that aren't typically transferable from one job to the next.

Other Helpful Terms to Know

Foreign credentials: Qualifications and certifications earned outside of Canada. Subject to credential recognition procedures, which vary by industry and region.

Human resource development: The act of fostering the growth of a pool of qualified workers in a particular field or sector through training and education.

Labour market information: Information on employment, wages, standards, qualifications, job openings, working conditions, and other factors related to the labour market.

Sector: An industry. A category of economic activity. Examples: tourism, environment, automotive.

CAREER PLAN

As you begin to access your allies and build your network, you'll begin to refine your career goals. Use this worksheet to help track those changes and formalize your career plan.

Name: _____

Age: _____

Current occupation: _____

Field of work that interests me: _____

Occupations within that field that I'm keen to explore: _____

Five reasons why this field and these occupations appeal to me (may relate to hours, environment, degree of independence, social contribution, location):

1. _____
2. _____
3. _____
4. _____
5. _____

What training paths are available to me?

(Note: You may wish to use resources from a school guidance department, library resources, and credible web sources such as college and university websites to gather your information.)

1. _____
2. _____
3. _____

What institutions offer these programs?

1. _____
2. _____
3. _____

What are the academic prerequisites?

1. _____
2. _____
3. _____

Notes: _____

2 WHAT YOU NEED

FAMILY LITERACY

In the literacy and basic skills (LBS) program at the Mennonite Community Centre in Aylmer, the learners are mostly Mexican Mennonites who work in agriculture. In 1999, **Maria Quiring**, a Mennonite mother of six, entered our basic level classroom. Like many of her peers, she worked the harvests in season, looked after her family, and did not speak English.

That first winter, Maria made slow but steady progress in level 1 before quitting for spring planting. After the harvest, she returned to class with her 17-year-old son **Jacob**. He had left high school after grade 9 and also worked in the fields. Jacob moved quickly through levels 4 and 5 while starting to prepare for his GED. In spring, mother and son returned to agricultural work.

Maria and Jacob came to class that fall with Jacob's 17-year-old sister, who progressed quickly through levels 4 and 5. The next fall, despite having missed several years of school, **Sara** entered the local high school in a grade with students of her own age. "The LBS program moved me ahead of my peers in discipline and learning methods," she says. Meanwhile, Maria and Jacob returned to our LBS class. By the time they had to quit again to work, Maria was progressing into level 2 and was much more confident, outgoing, and articulate. Jacob was finishing level 5 and the GED preparation.

September of 2001 brought some dramatic changes. Maria was making excellent progress into level 3. Sara was in grade 11, excelling at her studies and sports. Jacob had obtained his GED with extremely high marks. Now aware of his ability and potential, he decided to take the general arts and science program at London's Fanshawe College while deciding what post-secondary specialty he should pursue. He was enjoying school, was on the president's honour roll, and had won an award for the highest average in the program.

Maria continues to do well in her studies. She believes that the LBS education has helped her in many ways. "Going to school has helped me become more independent and self-confident, which is opening many new doors for me in my life," she says.

Jacob has gone on to the Canadian Mennonite University in Winnipeg and took some of his courses at the University of Manitoba. He is planning to study medicine. "Two years ago," he says, "I would have thought it impossible for me to be planning to attend university ... thinking of going to med school. LBS allowed me to expand my horizons at my own pace and integrate school into my life while I was working."

Sara graduated from high school with a 90 per cent average and many outstanding achievement awards. She is now enrolled in a Bachelor of Kinesiology program at McMaster University and is considering a career in physiotherapy. She has won five scholarships and continues to excel at sports.

The significance of this story, of course, is the encouragement it offers to other learners who need to know that learning can drastically enhance their lives and that they can achieve amazing goals. They may, like Maria, be seeking improved employment opportunities, or they may, like Sara and Jacob, have postsecondary aspirations. What your goals are doesn't matter. You must simply pursue them! **Robert Brine**, Co-ordinator of Academic Programs at Fanshawe College, St. Thomas



Thomas Rolls Up His Sleeves

Thomas Weeraratne came to Canada in June of 2000, fleeing the war in Sri Lanka. He had worked in the family business as a baker and caterer and wanted to apply these skills in his new homeland. Born deaf and having no knowledge of American Sign Language (ASL) or English, however, Thomas needed support.

His cousin, who already lived in Canada, put him in touch with the Canadian Hearing Society (CHS) and its Literacy and Basic Skills Program. Thomas was very nervous the first day of class and was overwhelmed by his classmates' knowledge of ASL. After a few months of hard work and encouragement from his instructors, Thomas felt much more secure.

He learned ASL and computer skills, English literacy, math skills, and résumé and job skills. After leaving the Literacy and Basic Skills Program, Thomas was hired to work in the kitchen and bakery of Le Marché Movenpick. His work ethic and positive attitude led his co-workers to nominate him for a certificate reflecting his hard work and positive personality. In addition to working two jobs and running his own business, Thomas volunteers with CHS and other organizations that support people who are deaf or hard of hearing. He has also returned to CHS's Literacy and Basic Skills and Speech-Language Pathology programs to improve his ASL and English in order to achieve his goal of becoming a Canadian citizen. Thomas encourages other deaf people to "roll up their sleeves and get involved in things that interest them, to improve their skills and quality of life." The Canadian Hearing Society, *Helping Break Down Barriers*

For more information, visit the CHS Impact-ASL website at www.chs.ca/impactasl.



Volunteers

"Volunteering here is both fulfilling and rewarding, and the program itself is excellent and very worthwhile."

High school students in the District of Nipissing who volunteer at North Bay Psychiatric Hospital (NBPH) are exceptional young people. The health-care centre is approximately 10 kilometres from the middle of North Bay, so the students may have a half-hour bus ride to the hospital before they begin their volunteer assignment. However, the "volunteer" program at NBPH is a great learning opportunity for mature, responsible young people aged 14 through 19.

The program focuses on three main objectives: to offer high school students in the North Bay area an opportunity to gain a sense of personal satisfaction that comes from providing a community service to others; to give them a chance to learn and develop valuable workplace habits and interpersonal skills; and to introduce them to possible careers in the mental health field.

Young people who volunteer at NBPH interact with patients who are in their senior years. Each volunteer is assigned an "adopted grandparent," becomes acquainted with this senior, and is able to share common interests with this new friend. Since 1999, the volunteer program at NBPH has made some administrative changes that brings it in line with the graduation

requirement for every high school student in Ontario to complete 40 hours of community service work. Such work gives students a sense of the importance and meaning of civic responsibility.

Matthew Thoma, a volunteer from St. Joseph Scollard Hall, has this to say about the program: "Volunteering here is both fulfilling and rewarding, and the program itself is excellent and very worthwhile."

The true measure of the success of our program will be the effect it has on students' future intentions to volunteer. To bring about a positive attitude among high school students towards volunteerism, three things must occur: the activity must be meaningful to the volunteer; it must foster personal growth and development; and young people must have the opportunity to reflect on the significance of their voluntary assignment as it relates to their personal values and future aspirations. These three components to volunteerism have become core principles in our volunteer program at NBPH. **Colin Thacker**, Co-ordinator of Volunteer Services at NBPH



Facing Challenges

Living with a mental illness? Wondering if you can make it in college or university?

Lots of students with psychiatric disabilities excel in school. The key is going in with your eyes open, being ready to make adjustments to accommodate your illness, and asking for help when you need it.

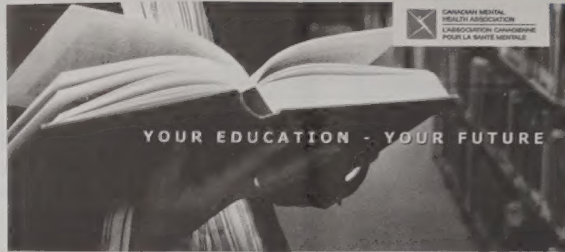
The good news is that most colleges and universities are ready to support you. Most of them have disability services offices or staff that can help you decide how many courses you can handle, arrange academic accommodations (e.g., assignment extensions, tutors, or other arrangements that ensure your disability doesn't put you at a disadvantage), or just help you find the support you need.

The Canadian Mental Health Association has a new online resource that will walk you through all the steps of going to school. *Your Education – Your Future: A guide to college and university for students with psychiatric disabilities* (www.cmha.ca/youreducation) has checklists, links to web resources, and advice from students with psychiatric disabilities who are already in college and university.

The topics covered include:

- deciding if you're ready for college or university
- choosing a program
- taking the right course load
- connecting with disability services
- being your own advocate
- when and how to disclose your illness
- financial aid and funding sources
- academic accommodations
- what to do if you're having trouble
- managing your illness day to day
- coping with stress
- going back to school as a mature student

Attending college or university opens up an exciting world of possibilities. It can also be pretty challenging. But if you're living with a mental illness, you've faced challenges before. This guide can help make your transition to college or university just a little bit easier. And just remember – you can do it!



"There's a girl in my class who is being bullied by some kids. I hear them talking all the time about how they beat her up and tease her and I feel really bad for her. I want to help her, but I don't know what to do."

– online comment from "Ask a Counsellor" Forum

"I hate being a teenager. It's tough! There's so much pressure and change, so many decisions, but still so much control (from teachers, parents, etc.) ... Can you help me? I am so alone and so afraid and messed up."

– online question from "Ask a Counsellor" Forum

These are just some of the types of calls and online questions the professional counsellors at Kids Help Phone receive each and every day from across the country – questions about any topic you can think of including relationships, sexuality, alcohol and substance abuse, school-related problems, separation and divorce, depression, and self-esteem. The list goes on.

Kids Help Phone is the only national, bilingual, toll-free, 24-hour, anonymous and confidential phone and web counselling referral and information service for kids and teens everywhere in Canada. It means that every young person in Canada has a place to turn where no one will know who they are or where they're calling from unless they choose to say so. It means that a counsellor can connect youth with agencies in their own city, from St. John's to Yellowknife to Vancouver. It means that kids and teens have an online resource library on countless different topics so that they can learn even more. In 2003, Kids Help Phone helped almost 145,000 kids from more than 700 communities in Ontario alone through its phone and online services.

Kids Help Phone believes that all young people have a right to be heard, a right to access resources, and a right to self-determination.

Help us spread the word about Kids Help Phone to every young person in Canada. Join the Student Ambassador Program and become one of the hundreds of student volunteers telling other youth about Kids Help Phone and fundraising to help keep the service running 24/7. Do it for yourself, for your friends, for kids and teens you've never even met who deserve to know we're there for them too.

Visit the Kids Help Phone website at www.kidshelpphone.ca and the Bell Walk for Kids Help Phone website at www.bellwalkforkidshelpphone.ca for information on how you can get involved.

KIDS HELP PHONE
JEUNESSE, J'ÉCOUTE
1 800 668 6868
www.kidshelpphone.ca

BRIDGING

BRIDGING

INTERNATIONAL TRAINING

"All the students in the Mohawk College Bridging Program for Medical Laboratory Technology wanted the same thing: to get back into a profession that we all loved. We all just needed a chance, some guidance to achieve this goal. This program has provided us this opportunity, and happily we are now working in our field again."

Niran Sabbagh

Restarting a career in Ontario for internationally trained professionals and tradespeople can be challenging. Each year, thousands of newcomers choose Ontario as their new home. More than 70 per cent of adult immigrants to Ontario are highly skilled, with postsecondary education or training. Bridge training projects assess existing skills and competencies, provide training and Ontario work experience, and help qualified immigrants move into the labour market without duplicating what they have already learned.

Bridge training projects cover a wide range of occupations, including health-care professions such as optometrists, pharmacists, social workers, nurses, and nutritionists; university professors; teachers; and foresters. There are also bridge training projects for internationally trained tradespeople, including electricians and millwrights, machinists, tool and die makers, industrial maintenance mechanics, and welders.

"At Skills for Change and the bridging project, the teachers pushed us to study hard, and the results were great! I passed

the certification exam on my first try and immediately got a job at Hydro One. Before I attended the program, it was really my dream to work for Hydro, and now it's a reality."

Leonid Khrystenko

For more information, visit the Opening Doors for Internationally Trained Individuals website at www.edu.gov.on.ca/eng/general/postsec/openingdoors/apt/index.html. The site also includes career maps and fact sheets for 14 professions and five trades with up-to-date information about entering occupations in Ontario that require a licence or certificate.

"Being a foreign pharmacist new to Canada, the International Pharmacy Graduate (IPG) program was the first and right step in the process of being a licensed pharmacist in Canada. I am very proud of being an IPG graduate and am very satisfied practising this reputable profession in a culturally rich country like Canada." **Salma Al-Hasan**

Preparing for the world of work

What secondary school course options are available to students who choose the world of work as their postsecondary destination? What plan of study would best suit these students? At the Conseil scolaire catholique du Nouvel-Ontario, a new school-to-work transition program is now available for students who plan to enter the workforce directly after graduating from high school.

With funding from the Ministry of Education, the school board has set up Formation à l'employabilité (Employability Training), a program that enables students who are planning to enter the job market to successfully complete their secondary school education and obtain their Ontario Secondary School Diploma (OSSD) while receiving practical workplace training.

The program has been open to grade 12 Catholic secondary school students in the Greater Sudbury Region since September 2004 and will be available to grade 11 students beginning in February 2005. These students continue to belong to their secondary school but go to a central site – Collège Boréal – every morning for integrated, interdisciplinary employment-preparation courses.

Collège Boréal-Entreprises Boréal, the board's partner, delivers a variety of industry-recognized certification programs and a series of specialized employability training workshops that the student adds to his or her employment portfolio, together with a passport of essential personal skills.

In addition to acquiring transferable employability skills, the students are enrolled in their school's co-operative education program and, in the afternoons, complete work placements suited to their interests and abilities.

Formation à l'employabilité adopts plans of study models that combine appropriate courses and support and encourage the integration of subjects focused on the world of work. In grades 11 and 12, students explore career opportunities, learn how to manage their personal resources, improve their literacy and numeracy skills, and complete for-credit work placements. They complete 8 academic credits a year (a total of 16 credits over two years) towards their OSSD.

Formation à l'employabilité offers a range of learning opportunities through a harmonious combination of in-school education and practical experience. The program is designed to encourage our francophone young people to successfully complete their secondary education and to better equip them to fulfil the requirements of a profession or specialized trade as soon as they finish secondary school. The programming has a firm grounding in career counselling and education. Students, therefore, are motivated, have a better idea of the profession or trade they would like to practise, and acquire the skills necessary for lifelong learning. Currently, students are registered as apprentices in the following trades: early childhood educator, educational assistant, and small-engine technician. We are planning to add a fourth co-operative education program/Ontario Youth Apprenticeship Program registration – machinist – shortly.

We are proud of the success of the participating students, of the interest the program has generated among the board's secondary schools, and of the support our community partners have given us. **Johanne Boisvenu-Blondin**, Co-ordinator

A taste for politics

For most young people, choosing a career is a highly anxious and uncertain stage in life. The fear is heightened because often the only jobs young people are familiar with – the ones their family members do – may hold little interest for them.

Élizabeth Michael, a senior at École secondaire Macdonald-Cartier, took steps to explore a career through co-operative education. She wanted to get into politics because her dream is to become an ambassador some day. Through a co-op placement she could get hands-on experience and confirm whether her career choice was the right one.

Even 600 kilometres away from Ottawa, the prime location for anyone who dreams of becoming a big-time politician, Élizabeth was able to obtain a placement in the political field. Mayor Jim Gordon, his successor Dave Courtemance, and the members of the mayors' team welcomed her with open arms.

The budding public servant had an opportunity to meet with our municipal councillors, talk with many of our citizens, and even discuss common problems that plague our city. She also sat in on meetings concerning the exodus of young workers from the area and attended a proclamation.

"My placement was fantastic and I learned so much. I met a lot of politicians and business people and got my foot in the door. I made some good friends, and the experience I acquired will be really helpful in the future."

Congratulations, Élizabeth! **Michel Bélanger**, co-operative education teacher



A dream come true

What makes this a real success story is that **Patrick Perrier** had dropped out of the school system for a semester to find a job. He couldn't see the importance of getting his Ontario Secondary School Diploma, and school had become "a drag." Since his return to school, Patrick has been a motivated student who concentrates on getting the job done. In June, having completed all requirements for his diploma, he will graduate from École secondaire Northern in Sturgeon Falls. The support of an employer helped Patrick see the importance of going back and completing secondary school.

This year, Patrick decided to try working as an industrial mechanic (millwright) in the forest industry at Goulard Lumber. Patrick enjoys this occupation and is anxious to get to work every day. "This is my dream and it's cool," he says, "because my co-operative education placement showed me this is the trade for me." His eagerness to learn and punctuality at work have earned him registration as an apprentice in the Ontario Youth Apprenticeship Program.

Kyle's mechanic experience

This year, **Kyle Mitchell**, a grade 12 student at École Confédération in Welland, registered as an apprentice. His placement through the Ontario Youth Apprenticeship Program (OYAP) was as a mechanic and auto body repairer. Since the second semester began, Kyle has been able to work at Port Pontiac Buick GMC Trucks in Port Colborne under the supervision of customer service manager Tim McLeod. Tim explains that he is a firm believer in the program because it gives young people an opportunity to acquire formal apprentice skills while completing their secondary school education.

The co-operative education program and OYAP, Kyle says, "helped me a lot to get into the area that interests me and that I want to do as a career in the job market." He adds that the program has given him a chance to learn "different tasks and types of knowledge" by assisting two mechanics at Port Pontiac who are also École Confédération alumni. Kyle will be continuing his apprenticeship this summer at Archer Trucking in Welland.



Vincent tries carpentry

This year, **Vincent Duguay**, a grade 12 student at École secondaire Le Caron in Penetanguishene, registered with the Ontario Youth Apprenticeship Program (OYAP) as an apprentice industrial carpenter. Since the beginning of the second semester, Vincent has been able to work at Lakeland Interiors under the supervision of the owner, Stephen Barber. Stephen explains that he is a firm believer in the program because it gives young people an opportunity to acquire formal apprentice skills while completing their secondary school education. Vincent says that the co-operative education program and OYAP "helped me see exactly what I wanted to do later on by giving me an overview of what this career has to offer." He says the program has also given him a chance to learn "loads of skills, like using tools and machines safely." Vincent plans to continue his apprenticeship at Lakeland Interiors until the end of the summer.

Kristi makes her own way!

Given the stereotypes that still exist in the field, who would have thought that a young woman could make her way in a traditionally male industrial sector? École secondaire du Sacré-Coeur and the Conseil scolaire catholique du Nouvel-Ontario are proud of the achievements and successes of **Kristi Pugliese**, a grade 12 student who is making a name for herself with her excellent performance as an automotive service technician.

In her first co-operative education placement in grade 11, Kristi was in the Co-op Plus program (motive power sector) at Cambrian College, where she demonstrated above-average abilities in the field. This earned her a place in the Skills Canada provincial competitions in Kitchener-Waterloo on May 4, 2004, where she placed 12th among 34 competitors.

This year Kristi is doing co-operative education placements in both semesters. In addition to her remarkable skills in the motive power trade, her insight, know-how, and dedication have prompted her employer to register her as an apprentice in the Ontario Youth Apprenticeship Program. In June 2005, Kristi will be completing her Ontario Secondary School Diploma and will be assured a job as an automotive service technician.

Congratulations, Kristi! Keep making your own way!



Kevin builds homes

Kevin Léveillé had just moved with his family from Sudbury when he began grade 9 at Jean-Vanier in Welland. Since beginning his co-operative education placement, Kevin has shown a great deal of resourcefulness and perseverance, working part-time at Port Colborne Blocks in addition to going to school. Last year, he saved enough money to buy a car. He says that he has always been more interested in technology workshops than in academic learning.

This year, his last year of secondary school, Kevin is registered in a co-operative education placement with Windspear Homes. Since September, he has been developing skills while building new homes in Smithville and a church in Fenwick. His supervisor says that Kevin is an excellent co-op student who isn't afraid of physical labour. He does the jobs assigned to him and always has a positive attitude towards work. Although Kevin's studies and the long hours at work at his placement keep him busy, he still has time for his hobby, motocross. He has registered in the apprenticeship course where he can pursue his interests in construction. Kevin's future looks bright! **Judith Cloutier**, co-operative education teacher



Francis is a budding chef

Francis Meunier received his diploma from École secondaire Macdonald-Carter in June 2004. At secondary school, he was enrolled in two co-operative education placements – in baking and cooking. He soon demonstrated his talent and, while completing a co-operative placement at Regency Bakery, was registered as an apprentice. Francis also competed in Skills Canada with the best cooking students in the province. Our budding pastry chef is currently completing Part 2 of his theoretical training at Algonquin College.

Céline confirms her career

Céline Piette, a student at École secondaire Franco-Cité in Sturgeon Falls, is delighted to have an opportunity to work in cooking. When she was in grade 11, Céline told Lise Paulin, the Ontario Youth Apprenticeship Program manager, about her dream of becoming a chef in a fine-food restaurant. Through the options available in secondary school and the help of numerous community partners, they prepared a plan of study.

Céline began by registering in the full-time co-operative education program for one semester. She worked at Clarion Resort Pinewood Park four days a week and on Wednesdays took a Conseil scolaire catholique Franco-Nord cooking course at Canadore College.

During Céline's placement, she impressed the chef, Glen Sheridan, with her skills and professionalism. Céline showed a great deal of initiative and loved cooking. Glen decided to register her as an apprentice and hire her to work for him after school and on weekends.

Céline worked at Clarion Resort in the summer after grade 11 while completing her Training Standards Document. In grade 12, she registered in the co-operative education program during her first semester. In the second semester, she will complete her compulsory credits. She will receive her secondary school diploma in June 2005.

Céline's experience has earned her a spot in Skills Canada in April 2005. Chef Sheridan will act as her mentor.

Céline says that her placement has given her an opportunity to confirm her career choice. She emphasizes the importance of teamwork and mutual assistance.



No Brakes on Patrick's Career

Patrick Durette was an identifiéd student from the time he began elementary school. When he got to École secondaire catholique Champlain in Champlain, he was placed in grade 9 in a special class that offered specially developed courses and courses. With the help of his parents, his teachers, and the Support Centre, two years later he had moved on to grade 11. At Champlain, identified students must complete a co-operative education placement in the summer semester of grade 11. After taking compulsory courses in grade 11 and 12, Patrick began a placement in a garage.

In February to June 2003, he worked for his placement at Port Colborne Blocks. From September 2003 to January 2004, he worked in a second co-operative placement at the plant of Norfolk Electric, where he was an apprentice electrician. Patrick was placed in a Group Plus program – a four-week automobile mechanics program for identified students – at Cambrian College in February 2004. Near the end of his placement at Cambrian, he was offered a job and a stipend of \$500 a month to work for the summer. Patrick spent the last 10 weeks of his placement in a placement at Seaboard Farm. Through his placement at Seaboard Farm, Patrick was registered as an apprentice automotive service technician and his registration. He was one of the first students to be registered as an apprentice in the apprenticeship program. A co-operative placement in a garage was the first step in his career. He was one of the first students to be registered as an apprentice in the apprenticeship program. A co-operative placement in a garage was the first step in his career. He was one of the first students to be registered as an apprentice in the apprenticeship program. A co-operative placement in a garage was the first step in his career.

When members of a team work together towards a common goal, success is assured. Patrick's story is a testament to us all. He certainly informs other identified students of his own story. **Pierre Blondin**, co-operative education teacher

"When members of a team work together towards a common goal, success is assured."

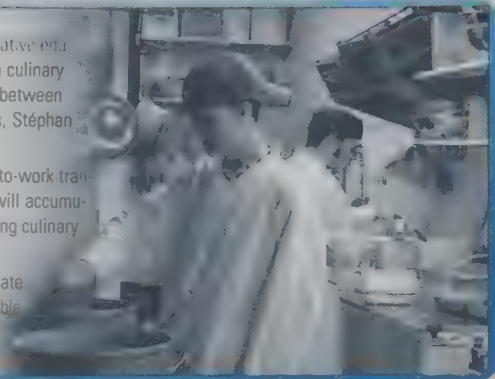


Stéphan's culinary arts

Stéphan St-Pierre is a student at École secondaire catholique Algonquin in North Bay. Last year he did a co-operative education placement at One Hundred Georges, a local restaurant. Stéphan and the other students who are doing a culinary arts co-op also attended the cooking course at Canadore College every Wednesday. This course is a partnership between the college and the Conseil scolaire catholique Franco-Nord. Through this co-operation between the two institutions, Stéphan acquired relevant theoretical and practical experience while increasing his confidence.

He even got a part-time job. Fortunately, the employer realized the importance, value, and advantages of the school-to-work transition program and registered Stéphan as an apprentice in the Ontario Youth Apprenticeship Program. This year, he will accumulate four additional co-op credits during his second semester in grade 12. He will also begin his apprenticeship, attending culinary arts courses at Canadore College once a week.

Stéphan is delighted to be able to learn in a safe and healthy environment where the employer takes the time to demonstrate the professional conduct required of employees and provide advice about the skills and knowledge they will find indispensable in the workplace. Stéphan is grateful that his employer gave him the opportunity to confirm his choice of career.



Nikita, Joanne, and Amanda try OYAP

Studying the trades is worthwhile! Since the fall of 2004, three students at École secondaire F.J. McElligott in Mattawa have been registered as apprentices in the Ontario Youth Apprenticeship Program (OYAP).

Through OYAP, students can complete the courses leading to the Ontario Secondary School Diploma (OSSD) while working in their chosen trade as a co-operative education student. Then, as apprentices, they will be admitted to the postsecondary program of their choice, and the Ministry of Education will pay 80 per cent of their postsecondary education tuition fees. What a deal!

Nikita Lalonde was enrolled in the OYAP Esthetics and Hairstyling program. In her first semester as a co-op student, she worked for the required number of placement hours at George and Gracie's Unisex Hairstyling in North Bay. In the second semester, Nikita will attend École secondaire F.J. McElligott to complete the courses required to obtain her OSSD. She will begin her courses at the Modern Hairstyling School in North Bay in September 2005.

Joanne Michaud, a grade 11 student, became an apprentice small-engine and other equipment mechanic in the fall. She is accumulating placement hours in her program at Mattawa Sports and Marine. She will complete the OSSD courses in June 2006.

Amanda Gamache is an adult student who resumed her secondary school studies on a part-time basis at École secondaire F.J. McElligott in September to obtain her OSSD in June of this year. Amanda, an employee of the Mattawa Child Care Centre, is now enrolled in OYAP as an apprentice early childhood educator and educational assistant. Bravo, all of you, and good luck!

Since OYAP began in 1999/2000, a total of 13 École secondaire F.J. McElligott students have been apprentices in a variety of Ontario programs.

"Bravo, all of you, and good luck!"



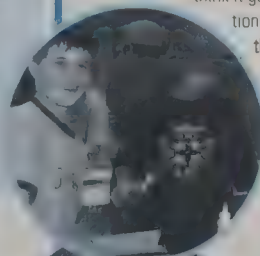
Exploring Trades

As part of the Ontario Youth Apprenticeship Program (OYAP), approximately 30 grade 7 and 8 students from the Conseil scolaire de district catholique des Aurores boréales took part in an employability skills camp at Confederation College from May 26 to 28, 2004. They experienced authentic apprenticeship situations in the construction, manufacturing, and food industry sectors.

For the first camp workshop, the group went to the college's commercial cooking lab to make pizzas. The students learned how the dough used to make pizza, doughnuts, and bread differs. An explanation of the rising action of yeast showed the students that science isn't confined to the classroom. After assembling their creations, of course, they ate them. According to **Kevin Dumoulin**, a student at École catholique Franco-Supérieur, the experience was highly beneficial: "Now, I can make pizza for my family."

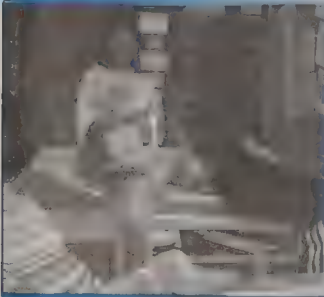
In the afternoon, the students went to the woodworking workshops to learn how to make wooden birdhouses. The demonstrations of using the industrial equipment were extremely impressive. The workshop instructor showed the students how to transform a piece of raw wood into finished boards. Then, under the instructor's supervision, the students made birdhouses, of which they were all very proud. During the final workshop the next day, the students got a chance to use specialized tools to make toolboxes out of sheet metal, an experience they really enjoyed. Students' feedback was positive, including this comment from **Guy Cloutier** of École St-Joseph: "I liked the manufacturing and construction activities because we could use machines."

All participants agreed that the camp was a success. "I think it gave the students some appreciation for the trades and some idea of the possibilities that await them in secondary school," says **Thérèse Dechêne**, the camp organizer. "It was a tremendous success. We're going to have a similar activity every year to explore the trades."



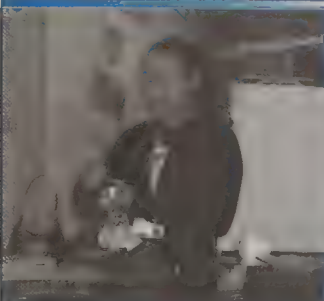
To provide more work experience opportunities for high school students, a team of committed employers and educators has introduced the Passport to Prosperity campaign, the goal of which is to encourage more employers to participate in school-work programs for students. Information about the campaign is available at www.edu.gov.on.ca/passport. Employers who want to know who to contact at the high school in their area to discuss school-work programs can call 1-800-387-5514 or, in Toronto, 416-325-2929. They can also visit www.olpg.on.ca or call 1-888-672-7996 for information on programs in their community.

TEACHING TOMORROW



Teaching Tomorrow

Co-op for the future of education



Peel Region students gain valuable experience working in elementary classrooms throughout the region. Teaching Tomorrow is a unique co-operative education program for senior students wishing to pursue teaching as a career. For the first two weeks of a semester and intermittently throughout the semester, students are immersed in current educational topics such as multiple intelligence, social development, classroom management, assessment and evaluation practices, and developing literacy and numeracy skills.

"One of the many experiences I have at my placement is being able to work with students of different backgrounds, ages, learning challenges, and literacy levels," says co-op student **Lisa Rai**. "At Mountain Ash Public School, we launched a new pilot program. As a Teaching Tomorrow co-op student, I was given the opportunity to conduct a 'Literacy Fun' program. The purpose of the program is to help students develop their literacy skills. Being involved in this program allows me to interact with a variety of students and assume the role of teacher. It's like having my own class! I have gained knowledge of terms and concepts I never knew existed. I'm amazed by the amount of preparation and research, on my part and on the part of the special education teachers, that goes into the development and teaching of a program."

"The program follows a series of eight lessons, and each lesson emphasizes a different skill that needs to be mastered by the end of grade 2. So far, I have been teaching this program for six weeks and I can already see great progress in the students' sequencing skills and vocabulary development. I feel fortunate to be involved in teaching and learning from this new program. It has definitely provided me with skills and knowledge for my future career as an elementary teacher."

Karen Robertson, co-ordinator and teacher of the Teaching Tomorrow program, observes students creatively plan, design, and teach lessons in classrooms ranging from kindergarten to grade 8. Students create bulletin boards as follow-up activities to lessons, facilitate after-school clubs, volunteer their time during their lunches to work with the students, and learn valuable classroom strategies to help them become effective teachers in the future.

Is the experience worthwhile? "I have come to the conclusion through four months of practical hands-on experience and observations that it takes many years of practice and continuous education to become completely successful in the teaching field. This opportunity has given me insight into the teacher I strive to be and how to reach my ideal goal," reports **Amanda Gannes**.

For information about applying to this unique program, contact Karen Robertson at 905-791-2400, ext. 748, or e-mail her at karen.robertson@peelsb.com

CAREER COUNSELLING

All through high school and university, I didn't know what I wanted to be. If only I had figured it out in high school, choosing a postsecondary program and school would have been easier and my job search would have been more focused.

People would always ask that old question, "What do you want to do when you grow up?" I dreaded the question because it reminded me that I had no clue about what I wanted to do.

After high school, I pursued a business degree because it allowed me to keep my options open and I thought it might come in handy if I ever started my own business.

I was feeling quite frustrated as I was finishing university, still not knowing where my life was going. A friend got me turned on to being a multimedia specialist, so I took an interactive multimedia college program. I did contract work as an Internet and CD-ROM developer, and things were fine until the industry took a downturn and I couldn't find work.

So I was back to trying to find a career path again. I knew that lots of people didn't know which careers to pursue and were probably feeling frustrated, just as I was. I decided I wanted to help others alleviate the frustration of not knowing which career path to take. I looked for career counselling programs and applied to the Work and Career Counselling diploma program at George Brown College.

In the program, we learned about tools for self-awareness, career exploration, and job searching so we can impart that knowledge to our clients, but those tools are also very pertinent to our own careers. I've learned that I'm personable, organized, and a helper, which are apparently appropriate qualities for a career counsellor to have, and I've learned how to sell myself effectively in the job market.

The program also incorporates two practicums, which were great opportunities to gain experience in the field and test out how much I like being a counsellor. I have really enjoyed my experiences in both practicums, and now that I am coming to the end of the program, I look forward to helping people discover their career paths, especially high school and post-secondary school students.

If you are not sure about what you want to do, I suggest finding out about as many jobs as you can. Speak to people willing to talk about their jobs, and ask them what they like and dislike about their jobs and what it's like to work in their field.

Also, ask yourself if there is any job that you would be willing to do for little or no money; you may just discover what your passion is. Finally, most definitely see a guidance or career counsellor to talk about and explore your interests and possible careers that might be a good fit for you. It's your life, so take control and plan for a future you will enjoy! **Richard Lue**, career counsellor

Kevin learns his trade

Kevin Gill is a young man who is currently completing his apprenticeship as a journeyman electrician. He is a member of the International Brotherhood of Electrical Workers (IBEW) Local 145. Kevin is a hardworking, dedicated, and ambitious young man who is looking forward to completing his apprenticeship and becoming a journeyman electrician.

Kevin is currently working as an apprentice electrician at the Mount Pleasant Public School. He is responsible for installing and maintaining electrical systems in the school. Kevin is a member of the IBEW Local 145, and he is looking forward to completing his apprenticeship and becoming a journeyman electrician.

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The future looks bright for Kevin. He plans to finish high school this semester and then go off to college in the fall as he continues his apprenticeship work. His dad is his biggest fan and Kevin's true mentor. One day, Kevin hopes to continue on at his dad's company, Crest, and help it grow. It's a model plan for a model student. **Jeanette Hamilton**, co-operative education teacher

"I learned a lot of skills throughout the school year in co-op. In fact, I learned so much that I would like to do this as a trade for the rest of my life."



AMY'S LANDSCAPE

The White Oaks School for Science and Technology landscape horticulture program has provided **Amy Parps** with the skill development and workplace training to prepare her for further education and meaningful employment. Industry connections provide opportunity for realistic workplace training

An introduction to many technological subjects in the grade 9 integrated technologies program exposed Amy to this diversified industry. During that quarter-credit introduction, Amy gained familiarity with many aspects of the industry, including greenhouse production, design, landscape construction, and maintenance. "I always had an interest in plants, fitness, and nature and this program seemed to fit with many interests."

Amy enrolled in the pilot program for the Ontario Youth Apprenticeship Program (OYAP) in landscaping at her home school. This multicredit program provided Amy with specialized training in many aspects of the diversified landscaping industry. "Depending on the season, I was able to develop practical workplace skills in many areas

"We invited guest speakers each week to visit our OYAP class. These industry contacts gave us information about various aspects of the industry. One guest speaker was from Sheridan Nurseries. That contact provided me with the opportunity to gain work experience and summer employment. My experiences at Sheridan Nurseries allowed me to further develop both workplace and horticulture skills

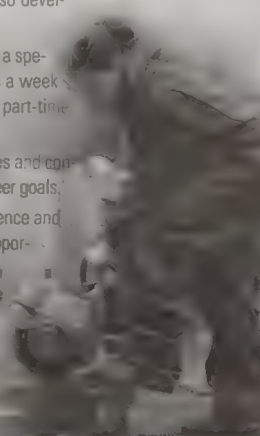
"During the second semester we were encouraged to develop more advanced skills in our preferred area of landscape horticulture. Other classmates chose to specialize in landscape design, construction, or maintenance. I chose to specialize in greenhouse production. My teacher, Wendy Peters, provided me with the opportunity to assist with greenhouse and nursery production and develop skills in many aspects of plant production. During this time I also developed my plan for postsecondary education

"As the semester progressed I developed an interest in floral design. My teacher set up a specialized work experience program in this industry, and I was able to work two mornings a week at a local florist, Aida's Flowers, in Oakville. This work experience has evolved into part-time employment for the spring

"Because of the workplace training I received in high school and through the experiences and connections with industry, I developed a realistic understanding of my sincere interests and career goals."

There are many high school technology programs in Ontario. White Oaks School for Science and Technology in Oakville provides opportunities in many areas of technology, including opportunities in youth apprenticeship programs and meaningful connections with industry through work experience and co-op training. **Wendy Peters**, landscape horticulture instructor

"I developed a realistic understanding of my sincere interests and career goals."



Jennifer's Success

Successful students in the Ministry of Education's Alternative Education program, ACE (Alternative Cooperative Experience). This is a two-year, 10-credit program for students at risk grade 10 students who need more credits. This program incorporates an integrated curriculum and a hands-on approach to learning. Four credit co-operative education being a key component to the student's success.

The co-op placements that the students have had through this program have led to great successes for most of them. Many students who had previous difficulties with the commitment to attend school found that they were able to learn the value of continued dedication to the workplace. Many of them acquired a variety of employability skills that they would otherwise not have. We witnessed students who were normally shy and somewhat reticent become effective members of a team in their workplace. Their communication and organizational skills were also enhanced

One shining example of this success is **Jennifer Hernandez**, whose placement was at the Square One location of Jack Astor's Bar and Grill. Here she learned all aspects of the restaurant environment. Jennifer began as a hostess and then moved on to learn about expediting orders, the pantry, fryers, and sauté. When asked for the most rewarding aspect of her co-operative education placement, Jennifer replied, "I really enjoy learning the different positions in the running of the restaurant; everyone makes working there fun and enjoyable. I like being part of a team and improving my skills for future employability. Best of all, I was hired and I continue to work at Jack Astor's even after my placement!" Jennifer was especially happy to have had the opportunity to be fully exposed to the variety of jobs in the restaurant in order to choose the placement she liked best upon being hired.

Co-operative education placements have played an important part in the ACE program and student success. The students are looking forward to their second semester placements to continue expanding their knowledge of various workplace environments. **Cori Nay**, co-operative education teacher

A Privilege to Work with Veterans

When I heard about the possibility of a placement at Sunnybrook & Women's College Health Sciences Centre, I jumped at the opportunity. I attended the interview and was accepted into the program. During the interview, the program co-ordinator and I discussed the various types of placements available within the hospital and what my skills and interests were.

I am currently working every morning in the veteran's wing with recreation therapists Kara Ewart and Julie Pepin. This experience has been great. I have learned so many things in just a few short months. I have gained experience in working with people who have physical and cognitive challenges. I have learned about various career opportunities within a hospital and have first-hand knowledge of what a recreation therapist's role is and the responsibilities and tasks involved in the job.

What I enjoy most is the respect and responsibilities the hospital staff give me and the respect I receive from and interaction I have with the veterans. They are very interesting people who have had fascinating life experiences. I have a new appreciation and understanding of the sacrifices they made and the debt we owe them for their role in the wars. Working with them has been a privilege.

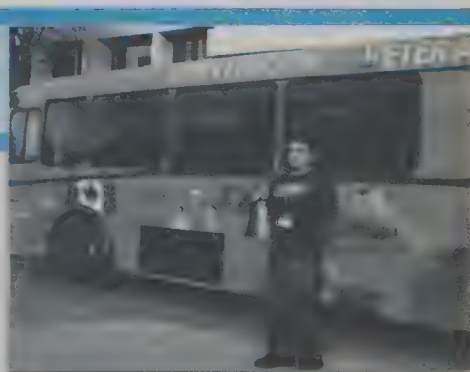
The most challenging part of my co-operative education experience has been the travel time. The work experience has definitely been worth the hour and a half it takes me to

get to my placement each morning. Building new relationships with the veterans and the staff has also been a challenge for me because I am a shy person. However, everyone at the hospital has been very kind and supportive, which has helped make the transition from school to work experience a very positive one.

I would strongly recommend the co-operative education program to other students. The program will not only allow them to gain work experience and explore career options, but also help them improve their confidence and develop valuable employability skills.

Personally, I'm grateful to the people, my teachers, my supervisors, and Sunnybrook & Women's College Health Sciences Centre for opening the door for me to participate in this wonderful experience. **Toraj Vasheghani**, Oakwood Collegiate Institute

Nancy Britton, Co-operative Education Program Co-ordinator for the partnership between Sunnybrook & Women's College Health Sciences Centre and the Toronto District School Board, says this about the program: "It provides a unique learning opportunity for students, which integrates classroom learning with practical experience in the workplace. This September we have 40 students placed in a variety of departments and units at all three campuses. Monthly events support and expand students' learning. These events include tours of various areas in the hospital, presentations by guest



"The program will not only allow them to gain work experience and explore career options, but also help them improve their confidence and develop valuable employability skills."

speakers, hospital-sponsored educational workshops, in-service training on accessing information in the medical library, and field trips to health-related events, such as the Women's Health Matters Forum and Expo, sponsored by Sunnybrook & Women's College Health Sciences Centre. The program provides opportunities for students who are entering the workplace directly, Ontario Youth Apprenticeship Program students, and students who are applying to university and college programs."



SHE SHOTS, SHE SCORES!

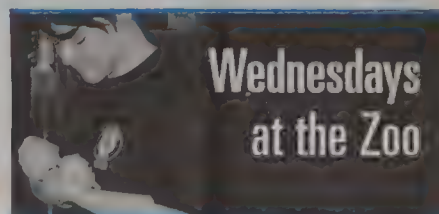
Sports, dental hygiene, and prevention ... a natural fit for **Kathy Allen**, an enterprising dental hygienist who has built a thriving business making mouthguards for young athletes. Living in hockey country helps, she says from her home in Omeme. From there she can easily access the arenas and sports associations in nearby Lindsay and Peterborough, where business is brisk and growing.

Last year she produced more than 1,000 mouthguards. Her second year of operating the Mouthguard Clinic looks even more promising. A prudent businesswoman, Kathy is adhering to a five-year plan. After that she will decide whether to expand. Right now, she works from home with a lab set up in her laundry room where she transforms the moulds into a variety of colourful mouthguards. From taking impressions to producing the finished product takes about a week.

Making mouthguards is a part-time venture. Kathy also practises clinical dental hygiene and does some restorative work three days a week at a dental office in Peterborough. She graduated from the dental hygiene program at Seneca College and the restorative program at George Brown College.

The idea of starting a mouthguard business began when she saw kids come for their dental hygiene appointments with lacerated tongues, cut cheeks, and fractured teeth. Also, the local public health unit lost its funding and personnel to produce mouthguards. "That left the public with the choice of going to a dentist and paying higher prices or buying the cheaper 'boil and bite' mouthguards from local stores," Kathy says. Her clinic provides a cost-effective alternative.

Dental hygiene has been recognized and practised as a profession in Canada for more than 50 years. Approximately 8,000 dental hygienists are registered to practise in Ontario, making dental hygiene one of the largest of the regulated health professions. To qualify to practise in the province, dental hygienists must complete either two years of postsecondary education at a college or a baccalaureate program at a university. Dental hygienists are regulated by the College of Dental Hygienists of Ontario, which ensures that standards of practice and quality assurance requirements are met. For more information, visit the Ontario Dental Hygienists' Association website at www.odha.on.ca



Wednesdays at the Zoo

"I've always been extremely interested in biology, and as my co-op teacher and I brainstormed possible placements, we discovered that the Toronto Zoo would be an excellent place for me to apply my love of biology. My first month at the zoo has been absolutely amazing. Right now I'm in the Australasia section, which has animals such as kangaroos, wombats, and possums, and in the spring I'll be switching to the African Savannah, where elephants and lions live. I've been spending most of the time with a keeper who started working at the zoo in grade 12 co-op.

My responsibilities and tasks at the zoo include preparing the mammals' and birds' diets and cleaning their holding areas, checking the temperature and humidity in exhibits, filling out record sheets, and monitoring animal behaviour.

What I find most challenging about working at the zoo is remembering all the information and instructions I'm given, particularly about preparing food and cleaning the exhibits; each animal receives different food that must be prepared specifically for it, and cleaning each exhibit involves different tasks. Between the animal interaction, the variety in activities and tasks, and working with very interesting people, my experience working in animal care at the Toronto Zoo has been a great one so far.

I highly recommend to other students work experience opportunities such as co-op because they not only are a wonderful personal learning experience, but also teach the responsibilities of a real workplace environment and help students identify their field of interest and decide which job is best for them. **Melanie Croydon-Sugarmen**

"Melanie is top of the class in art, and I assumed that her co-op preference would be in the arts sector. But she also has a love of animals and nature, so Melanie applied early for a co-op in animal care at the Toronto Zoo. For a young high school student to be given a placement in this area is unusual. Melanie is very bright and motivated and a hard worker. Her co-op experience has made her want to pursue biology. Maybe she will combine her artistic talent with biology. I am so proud of Melanie and her accomplishments to date."

Gabriele Brossard, co-op teacher, Ursula Franklin Academy

"We interview all of the interested applicants, looking for common sense, eagerness, awareness of what the job will entail – that is, a lot of physical labour and usually no direct animal contact – and the maturity to behave responsibly and demonstrate a strong work ethic. There are always more applicants than spaces available. Melanie assists a full-time keeper with animal diet preparations and general animal husbandry. We have found her to be a very bright and enthusiastic co-op student. She is mature, responsible, thorough, and displays good common sense. In a setting where irresponsibility can put the animals' welfare and her own in jeopardy, these qualities are extremely important! Initially Melanie was a bit shy and reserved, but she is very eager to learn, asks a lot of questions, and has become much more confident in her duties. She is a big help to us and a pleasure to work with." **Lisa Siegerman**, keeper, Australasia Pavilion, Toronto Zoo



Angela's walk

I chose to complete my co-operative education at Credit Valley Hospital. I have learned loads of new things about hospital life and terminology, as well as explored a variety of careers including music therapy, occupational therapy, clown therapy, haematology, histology, microbiology, and nursing. At first glance I thought the hospital was only cool walls, bright lights, and nurses and doctors that run around like the ones you see on television. I have learned that it is so much more than television clichés. I have been exposed to a variety of different careers that broadened my understanding of the functionality of a hospital and opened my eyes to a new world of opportunities I never knew existed.

My very first procedure was with Dr. Inman. He was doing a temple artery biopsy on a patient. It is still, by far, one of the most exciting experiences of my life and marks a turning point in my co-op experience. I finally developed the courage to speak up and ask for what I wanted. I was finally comfortable enough to assert myself in new and exciting situations. Since then, I've never turned back. I walk forward, towards my goals. Later in the semester, I shadowed someone in the laboratory. In the histology department, I learned what happens to samples taken from biopsies. They are dissected and prepared as microscope slides for the pathologist, who will eventually make a diagnosis. Here, I discovered the sequel to Dr. Inman's story. The sample he took from the patient was taken to the lab, prepared as a slide, and then passed on to a pathologist.

"Now I have more options when it comes to my future."

After all the time I spent at the hospital, I am still rather unsure as to what I want to pursue after I graduate from high school. At least now I have more options available at my fingertips. I have explored so many different careers, each aimed at a specific area of patient care. This is a chance to re-evaluate my skills and accomplishments and really think about my goals and what I want to accomplish.

I learned a lot about myself. One of the most valuable skills I have acquired is assertiveness and the importance of taking initiative. From day one, my supervisor, Marcie, had been very clear with me that if I wanted to accomplish anything, it would be on my own terms. It was up to me to approach people and ask questions. I discovered that I could be brave and that I had a lot more courage in me than I thought. The only reason I was able to shadow so many different people was because I approached them myself. I never thought I had it in me, but I guess you never really know until you try.

I may have finished the semester already, but my journey has just begun. Someone once asked me if I preferred happy endings or sad endings. I don't like endings at all. I like beginnings. Each new day is a beginning. Five, maybe 10 years from now, I am not sure whether I will remember all those fancy hospital terms and procedures, but I will still remember all the amazing people I have met and the things they have taught me about life and being a compassionate person. I will always remember being "invisible girl" and learning how to walk like I belong – with assurance and confidence in my step. I walked through the door terrified and unsure. I am walking out with a smile and a walk no one else can beat.

Angela Marinas

3 WHERE YOU CAN GO



YES Sudbury

"At YES we strive to help individuals discover possibilities and find employment with a vision to future careers."

Since 1985, YMCA Employment Services, or YES, in Sudbury has been assisting job seekers to plan, prepare for, and succeed in the job market. Initially, YES provided programs and services only to the unemployed and non-students between the ages of 16 and 24; however, the office now offers numerous services to job seekers of all ages, as well as students. YES Sudbury also answered the demand for employment services in outlying areas by opening offices in Val Caron, Hanmer, Chelmsford, and Capreol.

The resource area at the Sudbury office houses 14 computer/Internet work stations, a vast resource library, regularly updated job boards, and friendly, helpful staff. They emphasize proper training and preparation to enhance the job hunter's marketability. Certification training/testing in Smart Serve, Passport to Safety, and WHMIS are available regularly. Free instructional workshops include Skills-Based Résumé Creation, Interview and Mock Interview Training, Job Searching Strategies, True Colours, and Customer Service.

An important development is the partnership between secondary/postsecondary institutions and YES in meeting the common goal of preparing students for the school-to-work transition. Through various in-school workshops that YES facilitates, students receive expert assistance in determining their career interests, create highly effective skills-based

resumes, and learn essential information to assist them with current or future job or career exploration. Unique features to YES Sudbury are the Harmony Café, the Community Helpers program, and involvement in the Connexion compétences program.

The Harmony Café program provides youth with the opportunity to gain hands-on experience, transferable skills, and a sense of worth and confidence through an internship at the café. The objective is to train and assess young people who require assistance because of their lack of experience in the workforce or their limited education.

YES also takes great pride in its Community Helpers program, which is designed to assess Ontario Works recipients and provide them with work skills that they acquire while helping low-income seniors. Participants in the program gain transferable skills as they perform various outdoor duties to assist seniors who may be incapable of accomplishing certain tasks.

YES was also involved in the Connexions competences Canora program that focused on assisting visible minority francophone youth in overcoming obstacles to employment. Participants gained invaluable skills, as well as workplace knowledge and experience, specifically tailored to their individual needs to aid them in securing future employment in Ontario.

In November 2004, YMCA Employment Services received the Ministry of Training, Colleges and Universities 2004 Minister's Gold Award for Excellence for its delivery of the Job Connect program. The award for service quality recognizes business practices that achieve or exceed provincial standards in customer service, effectiveness, and efficiency.

At YES we strive to help individuals discover possibilities and find employment with a vision to future careers. YMCA Employment Services... the first step to a brighter future! To obtain more information, visit the YMCA Employment Services website at www.sudbury.ymca.ca/employment or call 705-675-JOBS. **Valita Manners**

Cassie Repairs Autos

How does an 18-year-old woman decide she wants to work in an auto body shop, one may wonder? Two contributing factors seem to have led to **Cassandra Smart's** apprenticeship in the auto body field. First of all, she knew she didn't have the drive or desire to be in high school any longer, and second, her father is a mechanic and so exposed her to automobiles often. Cassie believed that "trades are dying" and that a person with a trade would be "guaranteed a job." She also believed that "painting would be a really fun job."

Cassie definitely wasn't in the easiest situation: a female, only 18 years old, out of school without a grade 12 diploma, and lacking hands-on experience in auto body. Sure, she had tinkered in the garage alongside her father, but that wasn't enough for most employers. Adding to the challenge was the fact that Cassie is a tall, attractive, delicate-framed young woman. Unfortunately, some employers formed opinions of her based on old-school stereotypes.

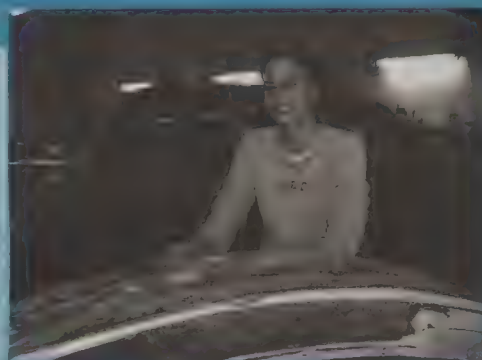
After leaving high school, one credit shy of her grade 12 diploma, Cassie searched for employment for three months, eventually seeking the assistance of the Job Connect program at YMCA Employment Services in Sudbury. Cassie's employment counsellor, **Paul Henry**, started her on the right track by registering her in a skills-based résumé workshop. The next step was a meeting with **Jeannine Sauv  **, a job developer with Cambrian College's Job Connect placement services. Once in contact with Jeannine, Cassie attended three interviews, one of which was at Norm's Collision Centre in Chelmsford. The employer agreed to take Cassandra on as an apprentice.

Paperwork completed, Cassie has begun a 21-week, paid pre-apprenticeship placement. When her pre-apprenticeship through Job Connect is complete in April 2005, she will begin a five-year apprenticeship through the Ministry of Training, Colleges and Universities. Cassie will attend trade school three times for two months each session. The schooling will be in either North Bay or Toronto; she hasn't determined which yet.

Cassie is finally getting hands-on experience, removing bumpers and fenders to prep them for painting. She spends numerous hours sanding through layers of paint (as many as 16 layers!) and she's dabbled in priming, sanding body filler, and masking. When asked what she has enjoyed most, Cassie enthusiastically states that "everything is great!" but then with a chuckle she adds, "except older vehicles," which often aren't in very good shape. She has also enjoyed a brief initiation to painting.

"How does an 18-year-old woman decide she wants to work in an auto body shop, one may wonder?"

How has her life changed since beginning a pre-apprenticeship in a field of her choice? Cassie concedes that she has become more responsible because she must be at work five days a week. She is beginning to support herself and looks forward to purchasing her first vehicle.



Her goal is to continue in the trade, and she laughs at all suggestions of owning her own shop because, as she says, "that is too far in the future, I need to get through the apprenticeship first."

Finally, after some adversity, Cassie is where she has longed to be, and by the time this article is published, she will also have obtained her grade 12 diploma through a night class. Although she is an apprentice in a trade that is not traditional for women, Cassie says with a smile, "the guys are great, probably even nicer than they are to a male apprentice."

Christopher is an HR specialist

I've lived all my life in the Sudbury area, and I can't picture making any other city my home. As a result, I have spent most of my efforts in trying to find work in the city. I grew up in a small town called Coniston just outside of Sudbury. I went to grade school there and took the bus to the city to go to high school. After I finished high school I attended Laurentian University's commerce program.

Before graduating from high school I had spent several months at a local accounting firm doing a co-op and quite enjoyed the work that I did there. I had always enjoyed working with numbers and the way that a set answer always had to be found. I furthered my studies in the commerce program for the first two and a half years until I became bored with the accounting program and switched my focus to human resources. This path seemed to have so many more options and, because I was working primarily with people, seemed as though it would be much more dynamic than accounting was shaping up to be. Human resources is, at its simplest, personnel management. This includes labour relations, training and development, health and safety, and several other areas.

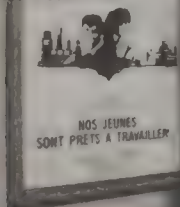
Once I had made the decision to switch my focus at university, I still had one and half years at Laurentian. After that I went to Cambrian College for one more year. It was here that I took a series of courses that were accredited by the human resources association that was responsible for accrediting people working in the human resources field. This accreditation would be a valuable aid in opening doors and obtaining work for a human resources professional.

After completing five years of postsecondary education, I began searching for work in the field that I had spent so much time preparing for. Unfortunately, despite the education that I had, I really was not prepared for job searching. I spent a year looking for work by both applying to job advertisements and sending out cover letters and résumés to companies I wished to work for. After doing this and getting nowhere, I went to seek help from YMCA Employment Services. Several years earlier I had worked with them and I remembered the dedication of the staff and the help that they gave me.

This time I have worked with several people at YMCA Employment Services; each has shown me different ways to improve the way I searched for work and how I presented myself while dealing with potential employers. They showed me how to improve my résumé and cover letter so that all of the skills I have learnt from school are presented fully. Mock interviews helped me better interact during the interview process and gave me practice in how to answer the interviewer's questions concisely and in a way that put me in the best light. Most importantly, the people at the YES program were able to help rebuild the self-confidence that I had lost in the year of unemployment. I thank all the people I have worked with very much for the time and effort that they put into working with me.

I am about to begin a placement with Science North that will allow me work in different human resources areas. It will provide the experience that I need to jump-start my career. The placement is set to last for a year; after this I hope to gain further employment in the human resources field in Sudbury. I look forward to working in the training and development field.

Christopher Mosher



Candice Achieves

Candice went to vent her frustrations to a sympathetic and encouraging listener. At that point, Candice's greatest fear was forgetting all she had learned in college if she didn't put her knowledge to use soon.

As luck, destiny, or coincidence would have it, Marc needed to have his vehicle repaired at what turned out to be a busy auto body shop. A discussion ensued between Marc and **Joanne Scarrow**, owner of Lou's Fix Auto, about the hectic pace in the office and shop. Help was needed, but no formal hiring or posting for a position was under way. The possibility of a position or a business's need for help automatically put Marc, like any good job developer, into "sales-pitch" mode. Besides, he had the perfect person to provide much needed help in the office of this auto body shop – Candice Guba! By October, 2004, the paperwork was completed and Candice was beginning her first day of paid work at Lou's Fix Auto.

What do you do after graduating from an aesthetics program only to realize six months later that your true passion lies in booking the appointments and keeping the books rather than the actual aesthetics component? Return to school in an accounting and payroll program, of course! This is precisely what **Candice Guba** opted to do in October 2003.

"Frustrated" describes Candice's attitude a few months after graduating from college. She expected her job searching to be far more successful with a payroll supervisor certificate and an accounting and payroll administrator certificate under her belt. Like most job seekers, Candice chose the most common but least successful method of job searching: consulting the local newspaper. She applied for numerous positions, as did hundreds of other job hunters all grasping for the few jobs available. She also consulted her college's employment service, which offered employment assistance to graduates but, to her great disappointment, had very little to offer in terms of actual career prospects.

Candice checked the array of resources available to her and recalled hearing radio ads for YMCA Employment Services in Sudbury. She decided to peruse the organization's job boards to see whether they held any prospects. The first step toward securing employment occurred when the office's receptionist asked Candice if she wanted to register to meet with an employment counsellor for one-on-one assistance with her job searching. **Brenda Del Vecchio**, Candice's new employment counsellor, suggested that she might want to enhance her résumé by attending a free skills-building résumé workshop. Brenda then helped Candice focus her résumé on various positions she'd found on the local Internet job bank. When Candice's employment searches continued to be unsuccessful, Brenda sent her to one of the office's job developers, **Marc Sabourin**.

Candice and Marc continued submitting résumés to various employers, but he suggested focusing on certain areas rather than applying for every position advertised. Candice set her sights on positions in accounting firms or payroll-related positions. Meetings with Marc became the ideal time for

"Thus far, the most rewarding part of the placement has been the new information and skills Candice has gained all of which keep her mathematics skills finely tuned."

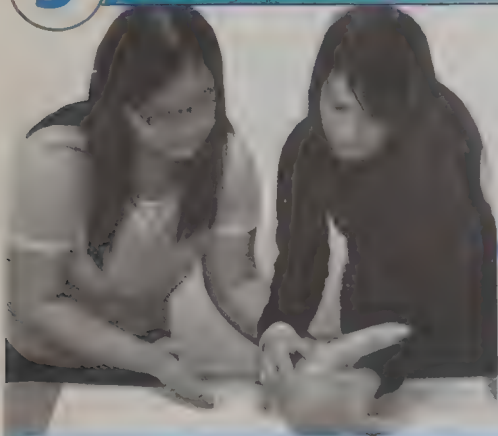
Finally, Candice was able to practise her skills in booking appointments, accounts receivable/payable, filing, e-mailing, and reception, not to mention additional skills she gained dealing with insurance accounts. The young woman eagerly anticipates her next learning experience, which involves government remittance, GST and PST, and workers' compensation.

Thus far, the most rewarding part of the placement has been the new information and skills Candice has gained about insurance, such as form completion, estimate calculations, and breakdowns, all of which keep her mathematics skills finely tuned.

When asked how her life has changed, Candice exuberantly states, "Everything has changed... I bought a house with my fiancé, we are getting married and having a baby." Congratulations, Candice, on your many achievements this past year.

"A new career management paradigm has emerged. There's no longer the same pressure to identify the perfect occupation at the start of your career journey. As a result, teachers, parents, counsellors, friends and acquaintances can feel freer to help you explore your special gifts and talents in relation to emerging career possibilities on an ongoing basis – to truly become allies."

– **Phil Jarvis**, VP Partnership Development,
National Life/Network Centre, Ottawa



"My advice ... is not to be intimidated or afraid to apply to the program if you are truly ready to commit."

KIMBERLY and MIDWIFERY

or as long as I can remember, I have been interested in pregnancy and birth. So when I started high school, it seemed only natural that I would work towards going to medical school so I could become an obstetrician. In grade 10, I told a family friend about my postsecondary plans and she asked me if I knew anything about midwifery. She had delivered her last two babies with the help of midwives and described her experience as amazing. I was inspired and began to research the profession. The more I learned about midwifery, the more fascinated and drawn to it I became.

In Ontario, the provincial government regulates and funds midwifery. To become a midwife, one must complete the Midwifery Education Program (MEP). The MEP is a four-year program that leads to a Bachelor of Health Sciences (BHS) degree in Midwifery. McMaster, Laurentian, and Ryerson universities run the program collaboratively.

Midwives work in community-based practices providing primary care to women with low-risk pregnancies. Midwives have the skills to provide care during a hospital or home birth. Women are referred to as women or clients, not patients, as pregnancy is not an illness but a normal physiological process. Midwives work collaboratively with other health-care professionals to ensure that the most appropriate care is obtained when a risk or complication arises. Midwives are registered with a college and follow the Ontario Model of Midwifery Care. The model is based on three principles: informed choice, continuity of care, and choice of birthplace. Midwives provide each client with current, evidence-based information so that the woman herself can make informed choices regarding her body, care, and birthing experience. Midwives are available to their clients 24 hours a day, 7 days a week during their pregnancy, during labour and birth, and for six weeks after the birth. This allows for a relationship to develop between the woman and her midwives.

I applied to the MEP in 2003, knowing that in the past the program had only ever accepted one student straight out of high school. In the program, students spend the first three terms learning in a classroom setting and the rest of the program in clinical placements with midwives and other health-care professionals. These placements can be anywhere in Ontario and require students to be on call 24 hours a day and to have access to a vehicle. During clinical placements, students continue to write papers and exams and work in tutorial groups once a week, either by meeting at one of the three university sites or by teleconference. The admission process for the program is an application, followed by an interview. I was accepted into the program at McMaster University the first time I applied. My classmates are very diverse. Our ages range from 19 to 45. We come from a wide variety of backgrounds, which is awesome because everyone has something unique to offer to the group. Some of my peers have already had children and most have some form of postsecondary education.

My advice to a high school student who is dedicated to becoming a midwife is not to be intimidated or afraid to apply to the program if you are truly ready to commit. If you are not accepted, use the year to have fun and learn as much as you can from other experiences before applying to the program again. Because the program requires a high level of maturity and commitment, taking a few years to experience other things is probably a good idea and could only be of benefit to you. I am so excited about my future career as a midwife. I look forward to working with women and their families, helping them to have the best pregnancy and birth experience possible. **Kimberly Palmer**

Makate Balances Family, Work, and School

Boazhoo. My name is Makate Ogana Biik, and I am from the Bear Clan and Wauzhushk Onigum First Nation. My English name is Debbie Lipscombe and I am the proud mother of two children, six and nine years old. When I was born my mother was unable to care for me and I was placed in a foster family and later adopted. I was fortunate that I was placed with a family who took good care of me and provided me with the encouragement and belief that I could achieve anything if I tried hard enough.

When I went to school I faced a number of difficulties. I was shy, overweight, and awkward. Making friends was not easy for me and, as I reflect back on my school years, I remember a sense of loneliness. One of my great escapes was reading. I read at every opportunity I had during school and at home. While in high school I played in the school band and participated in a student musical. I was able to finish high school because of the support of my mother, who went to all my activities, and some good friends for whom "dropping out was not an option."

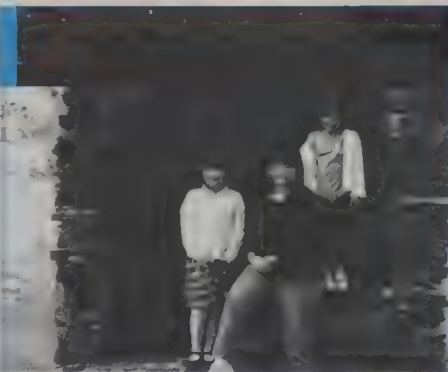
After graduating from high school I attended the University of Manitoba where I completed my Bachelor of Arts degree. Upon returning home I began my job search, which at first was a very frustrating experience. I discovered that my Bachelor of Arts degree still did not prepare me fully for the job force as I had anticipated. Many of the local employers still were unaccustomed to seeing First Nations individuals apply for jobs.

I held a variety of different jobs. Each was interesting and rewarding in a different way. I discovered that I enjoyed

working with people and working on projects from the conception to the final delivery. Within our nation there are so many opportunities for our young people to become involved and make a difference.

At the present I work in education at Grand Council Treaty Number 3. I am responsible for ensuring that the political leadership is briefed on education issues facing our First Nations and their members. In Treaty Number 3 we assert that education is defined as lifelong and encompasses early childhood education, elementary, secondary, postsecondary, and adult training and apprenticeship. At the Grand Council we have two chiefs who are responsible for the education portfolio and assist in advocating on behalf of education. Recently we have been focusing on literacy and, with a financial donation from Trans Canada Pipelines, we were able to distribute some books written by Aboriginal authors to First Nations schools in Treaty Number 3. I believe that it is so important for our children to have role models and be able to have an opportunity to read about themselves. In cooperation with Seven Generations Education Institute, my daughters and I participated in a video called "The Story of Learning to Read." The video was a lot of fun, and I believe that it is an important tool to share with parents, communities, and educators. For copies of the video, contact Seven Generations Education Institute at 807-274-2796.

Within the education file, I also carry the Anishinaabe language file. Not being fluent in Ojibway makes me that much more passionate about ensuring that there are language opportunities available and advocating on behalf of the lan-



guage. If we don't work hard, then the Ojibway language will be lost and with it the links to our oral history, teachings, and ceremonies.

I finally decided to return to school to work towards my Bachelor of Education degree because I felt that I needed more skills and education to enable me to be more effective in my position. I applied to take the program offered by Seven Generations Education Institute, which has an articulation agreement with Queen's University. For the most part this allows me to stay in my community and take classes in a modular weekend format. Balancing family, work, and school is definitely challenging; however, I am finding that it is worth the effort. I enjoy all the opportunities to incorporate what I learn in school with the work I do and look forward to the future when I will be in a primary/junior classroom of my own. **Meegwetch: Makate Ogana Biik (Debbie Lipscombe)**

SUMMER COMPANY

AtYourService

Sylvain Primeau started his summer with carefully laid plans. His general service company would target four segments of the Sudbury population: companies needing temporary assistance, older people having difficulty maintaining their homes, frequent travellers requiring house-sitting services, and busy professionals who don't have time to handle their personal affairs.

Approaching his market with a broad array of services, including cleaning, minor repairs and renovations, and general office work, Primeau designed AtYourService to fill a variety of needs and provide one-stop shopping for its clients.

Sylvain's planning and commitment paid off. During a very busy summer he tripled his forecast revenue while still managing to find time for some social activities. Sylvain feels that the summer was a great success. "Thanks to Summer Company," he says, "I was able to gain valuable experience and I will continue to run my business as I return to university studies."



Puppeteer Productions

In Sonja's Miokovic's estimation her Summer Company, Puppeteer Productions, was a success. The experience she gained running her own business was invaluable and her profits, though smaller than forecast, would help pay her tuition at Ryerson University.

Puppeteer Productions is an interactive art program that teaches children teamwork and creativity through the production of a puppet show. The kids do everything from writing the storyline and making the puppets to organizing a final presentation to their friends and families. For Sonja, the most rewarding aspect of her Summer Company was providing an environment that fostered the imagination of children. "I could see how much the puppet show meant to them. The kids would arrive with elaborate character sketches and script ideas. Knowing that they took what they learned in class home meant a lot to me," she says.

Early in the summer Sonja realized that she had been over-optimistic in setting her revenue goals. Marketing to her target audience and getting actual registrations was more difficult than she had expected. Ever resourceful, Sonja was willing to expand her activities to increase her cash flow. Over the summer she performed at birthday parties, gave art lessons, did volunteer fundraising, and hosted workshops with Toronto's Art in the Park Program. These extra activities also reinforced her marketing, ensuring that she would have clients in the future. She is now well positioned to take this business forward.



Bikini Cups Café

After she opened Bikini Cups Café in Deacon, Meaghan Lockhart found that creativity and a sense of humour would take her business far. The trendy, restaurant served coffee, ice cream, and pastries and proved to be a popular meeting spot for local residents.

Throughout the summer, Meaghan worked hard tweaking the menu according to customer demand, dreaming up inventive ways to promote her café, and forming relationships with other businesses. The unique business name, printed on coffee cups and supported by sales of homemade bikini tops, garnered Meaghan tons of free publicity from local newspapers.

Running a restaurant is hard work and Meaghan had to learn some time-management skills quickly, often doing paperwork during slow periods in the afternoon. With a handsome profit in her pocket and so many regular customers sorry to see the café close when she returned to the University of New Brunswick in September, Meaghan feels that entrepreneurship remains a definite option for her future.



Misty Meadows Fine Culinary Herbs and Edible Flowers

For his Summer Company, Logan Brazeau focused on what he considered an untapped market in the Campbellcroft area: growing and selling certified organic herbs and a variety of edible flowers. His business sense turned out to be right on target. The demand for his products was significant and expanded as awareness of them grew.

Logan created several unique product collections packaged to catch the interest of the consumer. Included among the various samplings his consumers enjoyed was the "Chef's Garden Collection," which consisted of 10 different herbs, a recipe book, and a garden layout for planting. Another popular product was the "Window Sill Collection," which consisted of five different potted edible flowers, care instructions, and ideas for use.

Logan has already expanded his business with an 800-square-foot extension to his greenhouse operations and has plans to construct a new store in the spring. He also plans to expand his mobile operations with attendance at an extended array of markets across central and eastern Ontario.



ESPANOLA LEARNING CENTRE

The vibrant learning community in Espanola, the northern gateway to Manitoulin Island, provides area residents with a range of integrated educational and job preparation services. All partners – employers, Cambrian College, North Channel Literacy Council, Ontario Works, Human Resources and Skills Development, Ministry of Education, and Ministry of Training, Colleges and Universities – work together to ensure that programming meets local employers' needs, that all partners recognize and accept education and training, and that social services refer clients to appropriate programs.

North Channel Literacy Council's Espanola Learning Centre provides a literacy and basic skills program to adults needing work who want to improve their skills. The centre's workplace-specific learning modules appeal to both learners and sponsoring agencies. Cambrian College provides learners with college preparatory programming, which is recognized for apprenticeship registration, postsecondary entry, and job applications. The college also delivers the Job Connect program, which teaches job search and preparation skills and provides job placement. Together, the Job Connect and literacy and basic skills programs improve learners' literacy and numeracy. The college has a tuition-based program, Focus for Change, for people over 24 who need help getting into the labour market.

Various funding sources support these services. The service providers collaborate to give clients the training and services they need to move on to a job or further education and training.

One client, **Sharon**, was interested in getting further training in carpentry and turned to Cambrian College for help. Because Sharon had not been in school for many years, staff at the college assessed her literacy and numeracy skills and recommended that she improve them at the Espanola Learning Centre. Sharon did so and, after six months, re-examined her goals and decided to focus on employment instead of pursuing further training. At the centre she completed a customer service literacy module in which she learned the specific communications and numeracy skills required for the retail sector.

Sharon's sponsor, Ontario Works, was impressed with her progress and determination and sponsored her in a 10-week Focus for Change program that Cambrian College delivers. There, Sharon worked on job maintenance skills and received vocational counselling to further clarify her employment goals. She was ready for a three-month employment contract secured through the Job Development Placement Service of Job Connect and began to work for the local Canadian Tire store as a customer service representative. When that contract ended, Canadian Tire hired Sharon first part-time and then full-time.

For Sharon, 13 months of targeted, integrated programming took her from the initial assessment to securing a full-time job. The process works when all the partners work together in the best interests of the client and employers give people a chance to demonstrate their skills rather than just looking at their credentials. **Charline Smith and Gwen Sturdy**, Espanola Learning Centre

"The process works when employers give people a chance to demonstrate their skills rather than just looking at their credentials."

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- dynamic learning environments supported by industry-standard technology
- internationally recognized skills training
- experienced faculty connected to the real world of work
- thousands of career choices
- high graduate employment rates, which for many programs reach 100 per cent within six months of graduation

For more information and to apply online, visit the Ontario College Application Services website at www.ontariocolleges.ca.

Ron — Mechanical Design



After school, I did Auto mechanics and artwork. The mechanical design program at Fanshawe College provided me the opportunity to combine the two skills I liked without limiting my choices to auto mechanics. The program prepared me for my future. When I graduated I intended to travel the world — taught trades in Borneo in Malaysia for two years, working for Canadian University Service Overseas (CUSO).

When I returned to Canada I went into industry. Since graduating, everything I've done has been connected to Fanshawe, all woven together in the fabric of my life. The skills I learned in mechanical design are transferable to other things, so I have continued to use those skills.

"My college education has allowed me to take a varied and interesting path. Without college this path wouldn't have been open to me."

In addition to graduating from the program, I have taken a variety of college and university courses, mostly related to business, and have updated my skills with computer automated design, CAD key, and Auto CAD. Each new experience led me to other opportunities. I've continued my work in developing countries in Africa, Central America, and Asia.

When I became self-employed, working in international trade, marketing, and technical design, I developed markets around the world for Canadian-made products. In addition, I have been able to satisfy my artistic side with my life in the workshop. Sculpture, in which I use many different materials, allows me the opportunity to combine my artistic and mechanical skills. Using my knowledge of steel and design, I created a 2.7-metre-high stainless steel sculpture called "Harmony and Solidarity" for Kindred Industries Ltd., as well as the 8-metre-high "Trumpeter Swan" at the Midland waterfront.

My college education has allowed me to take a varied and interesting path. Without college this path wouldn't have been open to me. Mechanical design has taken me from my small town in Durham to places around the world. All that I've done is rooted in my college experience. Fanshawe taught me the skills that became the key to opening doors. **Ron Hunt**

Gives Back to Her Community

Joyce Hunter, a 2002 Journalism graduate of Durham College, admits that leaving her First Nations community in northern Ontario to become a reporter was quite an experience at first. However, by the time she left the big city, her college education had prepared her for the real world.

"The community I'm from is Peawanuck, which means 'flintstone' in Cree. It is a small fishing/hunting/trapping village of about 280 located on the eastern shore of the Hudson Bay coastline. It is the second northernmost settlement in Ontario and is located within the Arctic Circle in polar bear country. We still live off the land as we did thousands of years ago — only we are aided by modern implements like snow machines and ATVs. I speak Cree in the n-dialect fluently — we spoke only Cree at home. It was something my mother insisted on, and now that I'm older, I'm happy she made that choice for us. I've done interviews for the *Daily Press* and *Wawatay News* in my language — something that I've found enormously useful since I started working."

Joyce says she has gone against the odds, mentioning that First Nations individuals are less likely to graduate from high school than students in southern Ontario. And although she came from a different cultural background than most students at the college, Joyce adjusted to her new surroundings quickly, partly through the tremendous support she received from professors and support staff at Durham College.

"When you leave school, you have all the foundations and the right training — everything is there for you to succeed," says Joyce, adding that some learning experiences can only be gained in the field.

Working as a journalist has been thrilling for Joyce. Some days a newsroom scanner would alert her to an accident, and she would chase fire trucks or ambulances to the scene for the front page story. At other times she would see true compassion.

"You learn to appreciate the different stages of humanity where you see people at their highest and their lowest," says Joyce. "You get to meet people from all walks of life and get to appreciate them, and I think that is what I love most about being a reporter."



"I work for *Wawatay News*, an Aboriginal owned and operated newspaper. It is actually the newspaper I read while growing up, so I have essentially come full circle. It is really an exciting time to be working and covering this stuff." *Wawatay News* is a subsidiary of Wawatay Native Communications Society, which includes broadcasting departments in both radio and television, as well as our newspaper department. Our radio division includes two radio outlets, one in Sioux Lookout and another in Moose Factory. Both air on Bell ExpressVu nationwide. We also have a television department with programming that airs on Aboriginal Peoples Television Network nationwide."

Joyce recommends that students from the north or small First Nations communities consider the area for college. "I honestly didn't know what to expect when I walked into Durham College for the first time. I never knew it would lead to this great, great life that I am now living. My advice to students is that there is plenty of opportunity out there; you just have to prepare yourself for it. *Mish-tah-he I-tak-wan Kegwan-uh Ke-wan-o-che-bun-eh-he-gwan; Ka-wa-won-esh-ten Ma-gua Sha-goot.*"

KONRAD – Engineering Tech

I decided to study manufacturing engineering technology (co-op program) at Niagara College mainly because, as part of the curriculum, I'd be forced to purchase a laptop computer. I knew absolutely nothing about computers before I started Niagara College; it's fair to say that I was completely computer illiterate. Today, I use a computer to program databases, create detailed engineering drawings, and provide IT support – with ease.

At college, I learned how to do machine programming on the computer. First, I'd draw an object on my computer. Then I'd take the image and convert it into numerical code and then download it into the machine that would cut the material. Today, I apply this knowledge to various types of equipment.

Niagara College's instructors definitely added value to the program. Each of my instructors worked in the field, and they brought their practical experience into the classroom. The program co-ordinator was like a coach; instead of just giving us a grade, he'd ask us where we went wrong and what we could do to fix it. His coaching method allowed us to learn from our mistakes; we learned to apply his teachings to our work.

The program's paid co-op was also a factor in my decision to attend Niagara College. The first year of the program was a solid block of classroom instruction. In the second year, I went to school for a semester and then I went out on co-op (to Germany) for the latter half of the term. In the final year, I went out on co-op for the first semester (to my first employer, Alcom, Division of Emerson Electric Canada Limited), and then I was back in the classroom for my final semester.

Once I received my diploma, I was hired full-time as the engineering services supervisor at Alcom. I am now working at the parent company, ASCO Valve Canada, Division of Emerson Electric Canada Limited. **Konrad Bergen**



"My career advice to students is to try to gain as much experience as possible to see what careers you want to follow."

Lasburn – Youth Work

My experience working with children began with Parks and Recreation and similar programs. The desire to help children who are more challenging and who would need my help the most led me to the three-year child and youth worker (CYW) program at Humber College. Before completing this program, I enrolled in a two-year counselling psychology certificate program in the Caribbean that specialized in Caribbean families.

Studying in another country was a chance to get in touch with my heritage, to appreciate my culture, and to respect the diversity of others. After returning to Canada, I completed Humber's CYW program in 1997. Over the course of the program my accomplishments included making the Dean's Honour List and being recognized for work placement performance and academic achievement.

Humber delivered an excellent combination of theory and practical experience. I believe that, through the education I've received, I'm more able to understand the struggles of my childhood and youth. Consequently, this has made me more sensitive to the needs of the children I serve. My desire is to have an impact on the lives of children, to provide them with the tools to make appropriate decisions, and to give them the skills to cope with the stresses of their everyday lives. As a child and youth worker in the Toronto District School Board, I worked with children in elementary grades, focusing on managing behaviour – both individually and collectively. Being responsible for the social skills program in the primary division was a daunting yet rewarding experience. My objective was to give students a rewarding school experience that will help them be productive members in society.

Recently I've changed my position to work at York Humber High School, addressing the various needs of adolescents. Youth are much more able than elementary school students to respond to the information and individual counselling I provide. Although young adults are challenging, I believe that the potential to bring about change is great because they are becoming independent thinkers and are more able to understand cause and effect. I view myself as an instrument of change and believe that, through working in collaboration with families, caring, understanding, and guiding young people, I will have a positive effect on their lives every day. One of my contemporaries describes our job as advocating for and guiding children and youth through their daily lives, teaching them social and life skills, supporting efforts to manage behaviour, and engaging in counselling to facilitate better understanding and change. Child and youth workers are specialized resources for families, assisting and working with parents to promote individual and systematic change.

I am now registered in Ryerson University where I intend to complete my degree in child and youth work. My career advice to students is to try to gain as much experience as possible to see what careers you want to follow. Learn about yourself and your family and how you operate. This gives you insight that you can provide to others. It is common knowledge that the hope of any nation is in its children; then it is through this noble work that we can effect change.

Lasburn Gordon

COLLINDA – PUBLIC RELATIONS

My career advice to students is to try to gain as much experience as possible to see what careers you want to follow.

A strong desire to help people with disabilities led me to study for a degree in public relations at York University. I was inspired by the amount of personal interaction experienced. It was a highly effective way to learn.

I also appreciated the type of instruction I received at York. My instructors were practitioners in the field, not just academic scholars. They had years of practical experience, and they prepared us well for the real world. And the instructors helped the students find a two-month placement in the workforce. The placement gave me a sample of what to expect upon graduation, and it also provided me with some valuable work experience.

The public relations industry can be difficult to break in to, so I decided to do volunteer work after I graduated from college. Employers like to see that someone is willing to work just for the experience. My volunteer experience helped me get my start in a competitive industry. Before long, I was receiving telephone calls from people who needed my expertise.

Today I'm a senior researcher with Canada Mortgage and Housing Corporation. My main responsibility is to research housing solutions for Canadians with disabilities; however, I'm also called upon to write reports, give presentations, speak with the media, and provide the general public with information on housing for people with disabilities. The training that I received at York has given me the skills to succeed in this role with relative ease. My college experience was an excellent one – I would recommend it to anyone! **Collinda Joseph**



NURSING IS A CAREER FOR LIFE

Nursing is a career for life. It's a profession that's always in demand. Nurses work in hospitals, clinics, and homes. They help people who are sick or injured. They also help people who are healthy. Nurses are always there for their patients. They are the heart of the healthcare system. If you're interested in nursing, there are many ways to get started. You can become a nurse practitioner, a nurse anesthetist, or a nurse educator. There are also many opportunities for nurses to specialize in a particular area of care. For more information, visit www.rnao.org or the Nursing Now website at www.nursingnow.org.



Community nursing

Twenty-three-year-old **Abram Oudshoorn** was planning a career in dentistry until he discovered the rewards of nursing. "I was really excited to hear a different perspective on health," says Abram, a registered nurse at London's Intercommunity Health Centre (LIHC). "They [nurses] talked about the broader determinants of health – economic factors, community factors, and nutrition – and even a whole different definition of what health is."

In 2004, while completing his degree in nursing at the University of Western Ontario (UWO), Abram began working in LIHC's health outreach project for people experiencing homelessness. Today, he divides his time between the centre's community health clinic and working towards a master's degree, and intends to enter the PhD program at UWO.

"I love getting to know the people and working with them on all sorts of problems such as housing issues or addiction," says Abram. "I really get a sense that I am making a difference."

Abram describes his day-to-day work in the community as enlightening. "For me, it was an opportunity to get to know our society better, to understand what's really going on and what people are experiencing."

"It's also an opportunity to build your assessment skills because you are treating everyone, not just one condition," says Abram. "Working in the community sector builds your knowledge of a variety of health conditions."

As part of a growing population of male nurses, Abram believes that nursing can offer huge opportunities to young men who have good grades and are interested in health and sciences. "If my guidance counsellor had told me about nursing, I would have gone there first and saved a year of university."

Helping seniors

When **Armi Armesto** was 19, she took a job as a unit clerk at Toronto Western Hospital. Two years later she took on the same job at the Queen Elizabeth Hospital, now known as the Toronto Rehabilitation Institute. As a result of these experiences she was inspired to pursue a career in nursing.

"I saw how the nurses on the floor just took over when there was a code or an emergency on the floor. They made decisions and took action," says Armi, a clinical nurse specialist at the Stroke Secondary Prevention Clinic at Sunnybrook and Women's College Health Sciences Centre. "Everybody I met in the nursing profession seemed to be confident and enjoy what they did; they inspired me and became my mentors."

With a Bachelor of Science in Nursing from Ryerson University and a Master of Health Services Management from Australia's Charles Sturt University, Armi is well-prepared for the challenges of working with the wide range of patients she meets in rehabilitation nursing – from young teenagers who have suffered a head injury in a car accident or sports accident to elderly patients who have had a stroke.

"In rehab, it's a holistic view, not just giving medications and providing bedside care," she says. "It's being part of your patients' progress and the relationship you establish with them during their rehabilitation."

On a day-to-day basis, Armi is responsible for teaching patients how to prevent a second or third stroke through strategies such as maintaining blood pressure control, quitting smoking, and maintaining ideal cholesterol levels through proper diet and exercise. She also co-ordinates one of the many stroke studies being conducted at Sunnybrook.

"It's very gratifying to see patients change for the better and know that you were part of that change," Armi says. "I never regretted going into nursing and, if I had to do it again, I would still go into nursing."



Bringing new life into the world

Katherine Intven, a fourth year nursing student at McMaster University, is looking forward to fulfilling her dream of working as a registered nurse in labour and delivery.

"I've realized that it's quite a privileged position we're in," Katherine says of her experience during a placement on the maternity ward at Hamilton's St. Joseph's Hospital. "We're let into people's lives at the most intimate of moments whether they are ill or giving birth."

Katherine also takes great pride in nurses' ability to be a compassionate presence. She remembers sitting and listening to an expectant mother who was scared because her first birth was a traumatic experience. Even though Katherine didn't use any of her knowledge about

anatomy or physiology in those moments, she helped the woman have a much more positive birthing experience. "I love being able to give of myself in that way," she says.

During a placement in the Neonatal Intensive Care Unit at McMaster Children's Hospital, Katherine worked with a team of health-care professionals including registered nurses, doctors, and respiratory, physio, and occupational therapists to provide care for the infants in that unit. Each shift begins with a patient history report from the nurses on the previous shift, an assessment of the babies' vital signs, and development of a care plan to ensure that Katherine and her colleagues provide the best care possible.

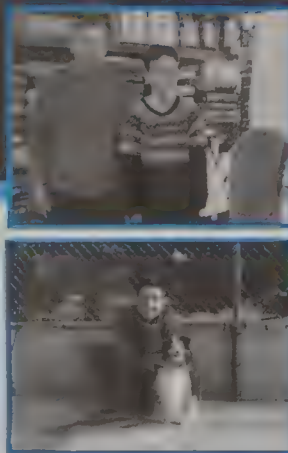
"You're working in a team, but you also get to make some of those care decisions yourself," Katherine says. "Nursing offers a lot of rewards and opportunities to continue educating yourself for the rest of your life. I think that's a real opportunity you don't always get in other careers."



I am a grade 12 student at Maplewood High School. The way I got involved in work placement was I was chosen to be in the ME Co-Op class at Maplewood High. My teacher felt that I was responsible, friendly, and reliable. I was able to follow instructions and I was willing to work. My first placement was Global Pets. My responsibilities were to help the groomer, do leash walks, stock shelves, provide customer service, and do carry-outs. My next placement was Toys "R" Us. There I processed returns, worked in the shipping department, unloaded trucks, did recycling and pricing, provided customer service, and stocked shelves.

Now I work at Parker Pet Care. I do leash walks, take dogs to the play yard, clean up after them, and clean and fill food and water bowls. I ensure that the bedding the animals use is clean and dry, and check their eyes and bottom to make sure that they are clean and free of infection. I make sure that dogs are in the right cage so that they get the right food and meds.

What I enjoyed most about working at Global Pets was helping the groomer, providing customer service, and working for Gary. He was good to me, treated me like his own son, was kind and patient, and believed in me. At Toys "R" Us I enjoyed unloading trucks, assembling bikes, and providing customer service. I got one of the highest marks for Surprise Shopper – over 80 per cent. What I enjoy most about Parker Pet Care is doing leash walks and checking cages and dogs. I have my own dog now and know how to take care of him.



"Go for it. Step up to the plate. Take a deep breath. Listen and learn. Ask questions when you don't understand ... just keep trying your best."

Work is good but sometimes it is difficult and challenging. The things that I have found difficult are multi-tasking and remembering. For example, when I'm doing a job like stocking or pricing and get called to customer service or have customers come to me, I might forget what department I was in or what job I was doing. The way I solved this problem is to check at the front to see what departments I was in today, or I write on a piece of paper where I was last. Another problem I might have is asking questions because I was so scared to speak up. It's hard to come up with the right words quickly. When I got more confident and independent, it was easier to say "I don't know, I don't understand, can you give me a minute to think?"

I can't do cash, but I can do most other duties. My work experience has been a good one because I learned new work skills. I learned that I enjoyed working with animals and people and that I like to learn new things. I have received awards like Surprise Shopper at work and other awards at school. I have been hired at Toys "R" Us and Parker Pet Care. I just got a letter of recognition and a raise. Money! I believe I can hold a job and I feel very proud of myself. I don't have to stay at home when I graduate. I can work too.

What I would tell other students about work experience is go for it. Step up to the plate. Take a deep breath. Listen and learn. Ask questions when you don't understand. If you have a disability like I do, just keep trying your best. You can work too. Maybe you can get hired. **Shane McCowan**

"The focus at Maplewood High School is the transition from school to work. A part of that focus is identifying the students' strengths and giving the students the opportunity to grow and realize their potential. Although Shane is a leader, other students like him want to work and are following closely in his footsteps. With support, guidance, and encouragement from both the public and private sectors, exceptional students like ours can be successful employees." **Lisa Peters, Rain Schmid, Debra Malandrino, Maplewood High School, ME Co-Op Department**

Late School: Success for All

The Late School is a unique pathway in the Algoma District School Board that is designed to meet the needs of students aged 16 to 18 who have difficulty with regular school settings. The Late School allows students to work towards a high school diploma while meeting the demands of their personal lives, which may include working full-time, supporting a young family, or dealing with health issues.

At the Late School, students have a flexible schedule and complete their studies in a self-paced work environment with personalized instruction. The program allows for continuous intake, allowing students to enrol throughout the school year. The Late School also provides an onsite YMCA baby-sitting service so that young mothers can bring their children with them to school. Bus passes and an Energy Break program help get students to and through the school day.

The Late School, a "school within a school," is housed in a separate wing of Bawating Collegiate in Sault Ste Marie.

This arrangement is advantageous because it allows students to combine their Late School timetable with regular day classes, use school facilities, such as the library, technical shop, and computer labs, and participate in the school's extracurricular program.

Success stories abound at the Late School. One student explains how it has helped him take a step down the road to success: "Late School has provided an opportunity for me to finish high school when I was unable to attend regular day school. I have improved my learning strategies and organizational skills. I can prepare for college or university at my own pace, making it easier for me to be successful."

Late School student numbers continue to grow, and the Late School model will be expanded in 2005 to additional locations throughout the Algoma District School Board.

Jan Marrelli, Co-ordinator Secondary Education, Algoma District School Board



COURAGE TO SOAR

The Wadesk Aboriginal Education Centre, an organization within the Fort Erie Native Friendship Centre, has been instrumental in assisting our local Native and non-Native population in achieving their educational goals. Since 1999, 74 students have earned their high school diploma and, in total, 354 students have graduated from our programs. We offer many programs at Wadesk, such as an Ojibway language class, a casino dealers course, beading, leatherwork, basic computer classes, a home inspector's course, a university program – the Bachelor of Education for Aboriginal Adult Education – in partnership with Brock University, a high school independent learning program, a bridging class for low-literacy learners, and a full-time high school day program called Courage to Soar.

Wadesk is based on traditional teachings: the students are appreciated for their physical, mental, spiritual, and emotional balance and well-being. Wadesk encourages families to learn together at all ages. Many students have come through our doors with their relatives and have decided to work towards their educational goals collectively. This educational opportunity promotes the development of a new type of bond between family members that includes learning and growing together.

The story of **Gladys and Miguel David**, a mother and son who decided to return to school together to upgrade their education, is one that has inspired other students to make that same step towards their dream. Gladys started as one of the first Wadesk students in the fall of 1999. Her son, Miguel, was inspired by his mother's courage to return to school and chase after a dream that had eluded her for many years. He joined his mother in the classroom in September 2001. Many trials and hard work ensued for both the mother and son, which strengthened their relationship and allowed them to work together towards a common goal. Gladys and Miguel were able to graduate and walk across the stage together in June 2002.

We are proud of every student who has had the courage to return to school to upgrade his or her education. Some students struggle with this goal more than others.

Another story of success is that of **Geraldine McIntosh**. She is a grandmother who had devoted her life to her children and grandchildren, always putting aside her needs and goals. Geraldine dropped out of elementary school to care for children. Literacy was always a struggle for her, yet her dream was always to obtain her high school diploma. At one point in her life, Geraldine had a job as a cleaner at a local school. Her desire to learn was so strong that she would read the blackboards at night and write down some of the assignments in an attempt to learn more. In September 2000, Geraldine took a major step towards fulfilling her dream and came to the Wadesk Aboriginal Education Centre. She enrolled in the bridging class to upgrade her reading, writing, and comprehension skills. After a couple of years of struggling through the literacy curriculum, Geraldine was ready to move to the Courage to Soar high school classroom. She had reached her goal and was able to walk across the stage and receive her diploma in June of 2004.

There are many success stories here at Wadesk, and many lives have changed for the better because an individual decided to follow his or her dreams and return to school. These are the true heroes in our communities, people who look to better their lives for themselves and their families, people who find the strength and courage to soar. **Audra Sewell**



DSSD or Equivalency Certificate

TVOntario's Independent Learning Centre (ILC) offers people of all ages the opportunity to earn their high school diploma or equivalency certificate.

Distance education courses

- The ILC offers over 50 high school credit courses.
- Students study at a distance, and can start a course at any time and complete it at their own pace.
- Students can submit assignments by mail or via the Internet using the ILC's e-Journal.
- The ILC supports students with learner services over the telephone and online resources, such as Ask a Teacher, which offers real-time help from certified teachers, five evenings a week.

General Education Development (GED) testing

- The GED testing program enables adults 18 and older to obtain an Ontario High School Equivalency Certificate.
- GED testing sessions are scheduled throughout the year in several locations across the province.

Contact the ILC for more information:

Website: www.ilc.org

Telephone: 416-484-2704 (English)
416-484-2722 (French)
1-800-387-5512 (English toll free)
1-800-265-0454 (French toll free)

Fax: 416-484-2754

E-mail: learner.ilc@tvontario.org

Mail: Independent Learning Centre
PO Box 200, Station Q
Toronto, ON M4T 2T1

CareerMATTERS

Part of the ILC website, CareerMATTERS offers help and direction to anyone who wants to chart his or her path through high school and beyond. The site is a free online resource that helps with all stages of education and career planning. Visit the CareerMATTERS web page at <http://careermatters.tv.org>

TVOntario



"It's all about learning!
Les médias éducatifs, c'est notre affaire!"

Check Out the Workplace!

Is one or both of these questions for you?

Your answers to these questions will help you find out:

Do you like to learn by doing?

Do you want to develop skills that are essential to all (yes, all!) types of work?

Do you want to find out about fields of work that you might like by visiting worksites, talking to people who work in these areas, observing workers in occupations that you find interesting, and actually working for short periods in occupations that might suit you?

Do you want to find out how some of the subjects you take in school will help you in your career?

Do you have no time in your schedule to take co-op but want to find out what you like before you make any big decision?

Interested?

Have you ever been to a worksite?

Have you ever talked to a worker?

Have you ever observed a worker?

Have you ever worked for a short period in an occupation?

Have you ever worked for a longer period in an occupation?

Have you ever worked for a full term in an occupation?

Have you ever worked for a full year in an occupation?

Have you ever worked for a full term in an occupation?

Have you ever worked for a full year in an occupation?

Have you ever worked for a full term in an occupation?

Have you ever worked for a full year in an occupation?

Have you ever worked for a full term in an occupation?

Have you ever worked for a full year in an occupation?

Summer Jobs PLAN YOUR JOB SEARCH

Job Search Workshops Learn about networking, interviews, and résumés at a job search workshop, available at:

- Career centres or guidance offices in high schools and at school board offices, colleges, and universities
- Summer Jobs Service offices. Get the list of local offices from your guidance office or career centre, or at Human Resource Centres of Canada for Students in the spring; or call the JobGrow Hotline at 1-888-JobGrow (in Toronto, call 416-326-5656).
- Human Resource Centres of Canada for Students. For the phone number and location of the centre nearest you, call the Youth Info Line at 1-800-935-5555.

Job Search Guides The information in *Ontario Prospects* provides a general overview of job search planning. Ask at any of the offices or hotlines listed above for other guides, such as *And Finally I Did Get a Job* and *The Edge: On Finding a Job or Creating Your Own and Making the Most of It*.

Summer Programs To learn about government summer programs

- Ask at any of the offices or hotlines listed above
- Go to the Youth Opportunities Ontario website at www.youthjobs.gov.on.ca and click on Ontario Summer Jobs
- Check out federal government programs at www.youth.gc.ca

When to Apply Most summer program applications are available in April, but some are available earlier:

- Federal Student Work Experience Program – available in the autumn for the following summer, as well as for part-time school-year employment
- Ontario–Quebec Summer Student Job Exchange Program – available in January



Skating to Victory

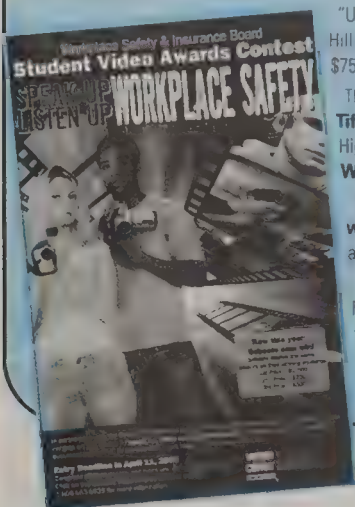
aking skateboard videos – the ones that show teens performing daring stunts – turned out to be the perfect training ground for **Jakub Racek**. The 17-year-old high school student used his camera and directing skills to produce the first-place winner in this year's Workplace Safety and Insurance Board (WSIB) Student Video Awards Contest.

Jakub's entry, "A Lot to Lose," conveys a lasting emotional message in its one-minute running time – without a word of dialogue. The deft technical skill apparent in the film, which has an original music track, coupled with a key message became the unanimous choice for the contest judges.

The jury – representatives from the Ministry of Labour, the Ministry of Education, and the WSIB – viewed the creative efforts of several hundred Ontario high school students in the contest's most successful year yet.

The competition provides a chance to see and hear first-hand just what teenagers today think about workplace safety. The necessary research that goes into making these videos has a spinoff effect as students take this new knowledge back to their own part-time and seasonal jobs.

Cash prizes help motivate the entrants, and Jakub, a student at Holy Trinity Catholic High School in Kanata, won \$1,000 for his first-place finish.



"Use Your Brain," produced by **Brett Carroll** and **Dave Widmeyer** of West Hill Secondary School in Owen Sound, placed second. They shared a prize of \$750.

The judges chose to call it a tie for third place and gave a \$500 prize to **Tiffany Murdoch** of Innisdale Secondary School, Barrie, and to Opeongo High School students **Matthew Boldt**, **Andrew Brose**, and **Nick Petrini-Wooley** of Douglas.

These winning entries can be viewed online at the WSIB website at www.wsib.on.ca. The website also provides details for competing in the annual contest; the current deadline is mid-April.

This year, schools also win. To reward them for nurturing talent and promoting health and safety, high schools will receive the same amount of money as their winning students. **Godfrey Jordan**, WSIB



WINNING TECHNOLOGY

On November 18, 2004, the Technical Department at I.E. Weldon Secondary School was presented with the Yves Landry Foundation's Technical Renewal Award (High School Level) for the I.E. Weldon Electric Car Project.

In 2001/02, students from the school's manufacturing, design, and business classes designed and fabricated the 24-volt electric vehicle, which was to be raced in electric vehicle races and used to promote technological education in liaison with community and industry. The vehicle met curriculum expectations for manufacturing and design courses while promoting student creativity and innovation. It also increased awareness of clean-air vehicles. The students involved benefited from the expertise and facilities provided by a local manufacturing company, as well as other local businesses.

Community mentors gave the students insights into potential careers and technical expertise. The vehicle was entered in Electrathon 2003, an electric vehicle competition held in Ottawa in June 2003, and won first place on technical points. To increase awareness of electric-powered vehicles, the project has been presented to the public at shows, such as the Lindsay Central Exhibition Fair Display, parades, and various other community events. CHEX Television also displayed the car on the station's 5:30 *News Watch* show.

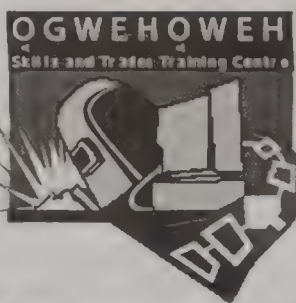
The project was also presented to grade 6 students, elementary school teachers, and parents in a series of workshops. They were designed in accordance with the expectations of the grade 6 curriculum, and informed the students about the design, fabrication, and business promotion of the project. The students enjoyed the workshops and developed new attitudes and awareness towards the skilled trades.

The electric car has motivated the students at I.E. Weldon Secondary School to maintain a strong interest in technology courses, which lead many of them into the Ontario Youth Apprenticeship Program and skilled trades. For more information about this project, visit the Wild Wheels Electric Vehicle website at www.tidsb.on.ca/grassroots/car or contact me at 1-705-324-3585. **Kathleen Nesbitt**, Technical Director, I.E. Weldon Secondary School

OGWEHOWEH

Ogwehoweh Skills and Trades Training Centre (OSTTC), located on Six Nations of the Grand River First Nation, south of Hamilton, is pleased to offer training and education in the skilled trades. The centre currently offers courses in welding, automotive service, gas technician, landscaping, and computers. The programs are very challenging and range in length from 8 to 52 weeks. A grade 12 education is a requirement of admission. In the spacious, wheel-chair-accessible facility, students can enjoy the benefits of private study areas, a large atrium for friendly chats or work groups, a theatre hall, and food services. "I like the course because it's real hands-on experience. What you don't know, the teacher always knows," says automotive service student **Beverly Kick**.

All programs offer training and education with a good blend of practical, hands-on work combined with textbook and theory classes led by instructors with trades certification and expertise in their fields. Begin your path to success by visiting the OSTTC website at www.osttc.com for more information, or call the centre at 519-445-1515 or toll free at 1-866-827-5912.



WEBSITES* ONLY A CLICK AWAY

CAREER EXPLORATION

Career Gateway

www.edu.gov.on.ca/eng/career/career

Ontario School Counsellors' Association

www.osca.ca

Ontario WorkinfoNet

www.on.workinfonet.ca

Alliance of Sector Councils

www.councils.org

Canadian Careers.com

www.canadiancareers.com

Canadian Council on Rehabilitation and Work – WORKink

www.workink.com

Career Directions

www.careerdirectionsonline.com

CareerMATTERS

<http://careermatters.tv.org>

Human Resources and Skills Development Canada – Essential Skills

www15.hrdc-dhrc.gc.ca

Job Futures

www.jobfutures.ca

JobsEtc.ca

www.jobsetc.ca

Labour Market Information – Government of Ontario

www.gov.on.ca/MBS/english/LMI

Making Career Sense of Labour Market Information

www.makingcareersense.org

Mazemaster

www.mazemaster.on.ca

Ontario Job Futures

www.ontariojobfutures.net

Quintessential Careers

www.quintcareers.com

SalaryExpert.com

www.salaryexpert.com

Statistics Canada

www.statcan.ca

VECTOR (Video Exploration of Careers, Transitions, Opportunities, and Realities)

www.vector.cfee.org

Youth in Motion

www.youth-in-motion.ca

APPRENTICESHIP CAREERS

Canadian Apprenticeship Forum

www.caf-fca.org

Halton Industry Education Council

www.apprenticesearch.com

Madedwiththetrades.com

<http://madedwiththetrades.com>

National Canadian Association of Skilled Trades

www.promotingskilledtrades.com

Skilled Trades Apprentice Trades

www.apprenticetrades.ca

Skilled Trades Careers in Trades Program

www.careersintrades.ca

Skilledtrades.ca – Industry-Education Council of Hamilton

www.skilledtrades.ca

Skills Connect

www.edu.gov.on.ca/skills.html

Tradeability.ca

www.tradeability.ca

COURSES

Campus Program

<http://campusprogram.com/canada>

Canadian Virtual University

www.cvu-ucv.ca

CanLearn

www.canlearn.ca

DistanceStudies.com

www.distancestudies.com

Education@Canada

www.educationcanada.cmec.ca

Independent Learning Centre

www.ILC.org

Ministry of Education, Ministry of Training, Colleges and Universities

www.edu.gov.on.ca

Ontario College Application Services

www.ontariocolleges.ca

Ontario Universities' Application Centre

www.ouac.on.ca

SchoolFinder.com

www.schoolfinder.com

Study in Canada

www.studyincanada.com

STUDENT LOANS, AWARDS, AND GRANTS

Canada Student Loans Programs

www.hrsdc.gc.ca/en/gateways/topics/cxp-gxr.shtml

National Student Loans Service Centre

www.canlearn.ca

Ontario Student Assistance Program (OSAP)

<http://osap.gov.on.ca>

ScholarshipsCanada.com

www.scholarshipscanada.com

Studentawards.com

www.studentawards.com

JOBS

CanadaJobs.com

www.canadajobs.com

Canada.com

<http://working.canada.com>

Canadian Forces Recruiting

www.recruiting.forces.gc.ca

Career Edge – Canada's Youth Internship Program

www.careeredge.org

Cool Jobs Canada

www.cooljobscanada.com

Exchanges Canada

www.exchanges.gc.ca

Government of Canada Job Bank

www.jobbank.gc.ca

Government of Ontario Go Jobs

www.gojobs.gov.on.ca

Job Bus Canada

www.jobbus.com

Job Connect

www.edu.gov.on.ca/eng/training/cepp/cepp.html

JobSearch.ca

<http://jobsearch.ca>

Jobshark

www.jobshark.ca

Monster.ca

<http://jobsearch.monster.ca>

Ontario Internship Program

www.internship.gov.on.ca

Persons with Disabilities Online

www.pwd-online.ca

Public Service Commission of Canada

www.jobs.gc.ca

Telecommuting Jobs

www.tjobs.com

Workinfonet.ca

www.workinfonet.ca

Workopolis.com

www.workopolis.com

Youth Opportunities Ontario (includes summer jobs)

www.youthjobs.gov.on.ca

Youth.gc.ca

www.youth.gc.ca

STARTING A BUSINESS

Canada Business Service Centres

www.cbcc.org

Canadian Innovation Centre

www.innovationcentre.ca

Canadian Youth Business Foundation

www.cybf.ca

ENTERWeb

www.enterweb.org

Junior Achievement of Canada

www.jacan.org

Mentors, Ventures and Plans (for young entrepreneurs)

www.mvp.cfee.org

Ministry of Economic Development and Trade

www.ontariocanada.com

Ontario Business Connects

www.cbs.gov.on.ca/obc

Strategis: Canada's Business and Consumer Site

<http://strategis.ic.gc.ca>

RESOURCES FOR ABORIGINAL PEOPLE

Aboriginal Business Development Online

www.aboriginalbusiness.on.ca

Aboriginal Human Resource Development Council of Canada

www.ahrdcc.com

Aboriginal Institutes' Consortium

www.aboriginalinstitute.com

Aboriginal Recruitment Coordination Office

www.arco.on.ca

Aboriginal Youth Network

www.ayn.ca

Assembly of First Nations

www.afn.ca

CareerPLACE – Native Women's Association of Canada

www.careerplace.com

Employment Flyers.org – Aboriginal Programs (YMCA, Toronto)

www.employmentflyers.org

Gezhtoojig Employment and Training – Sudbury

www.gezhtoojig.ca

Grand River Employment and Training (GREAT)

www.greatsn.com

Indian and Northern Affairs Canada

www.aic-nac.gc.ca

Miziwe Biik Aboriginal Employment and Training – Toronto

www.mizwebiik.com

National Aboriginal Achievement Foundation

www.naaf.ca

Ontario Native Affairs Secretariat

www.nativeaffairs.gov.on.ca

Say Magazine

www.saymag.com

RESOURCES FOR INTERNATIONALLY TRAINED INDIVIDUALS

Canadian Information Centre for International Credentials

www.cicic.ca

Career Bridge

www.careerbridge.ca

Government of Canada – Canada International – Services for Non-Canadians

www.canadainternational.gc.ca

Integration-Net/Citizenship and Immigration Canada

<http://integration-net.cic.gc.ca>

OCASI – Ontario Council of Agencies Serving Immigrants

www.ocasi.org

Opening Doors to Internationally Trained Individuals, Ministry of Training, Colleges and Universities

www.edu.gov.on.ca/eng/general/postsec/openingdoors/apt/index.html

Settlement.org

www.settlement.org

Work Destinations

www.workdestinations.org

World Education Services Canada

www.wes.org/ca

*These website addresses were in effect when Ontario Prospects went to print.



WHERE TO ACCESS THE INTERNET

If you can't access the Internet at home, you may be able to access it free by going to one of the following: • High school/college/university career centres (guidance offices, school libraries, computer labs) • Public libraries • Human Resources Centres of Canada for Students • Employment Resource Centres • Not-for-profit community agencies • Job Connect offices • Business self-help offices and municipal small business resource centres (see your Blue Pages) • Family members or friends. If you need help finding federal and provincial government facilities, see "Summer Jobs" on page 24.

POSTSECONDARY EDUCATIONAL INSTITUTIONS AND OPPORTUNITIES IN ONTARIO

Your guidance office and your local library have university and college calendars.

COLLEGES www.ontariocolleges.ca

For information on admission requirements, programs, fees, and residences, contact:

Algonquin College of Applied Arts and Technology
1385 Woodroffe Ave.
Ottawa, Ontario K2G 1V8
Admissions: 613-727-0002
Registrar: 613-727-4723, ext. 5021
Toll free: 1-800-565-4223
www.algonquin.on.ca

Cambrian College of Applied Arts and Technology
1400 Barrydowne Rd.
Sudbury, Ontario P3A 3V8
Phone: 705-566-6101, ext. 1700
Toll free: 1-800-461-7145
www.cambrian.on.ca

Canadore College of Applied Arts and Technology
100 College Dr.
Box 5001
North Bay, Ontario P1B 8K3
Phone: 705-474-7600, ext. 5123
www.canadore.on.ca

Centennial College of Applied Arts and Technology
PO Box 631
Station A
Scarborough, Ontario M1K 5E9
Phone: 416-289-5000
Toll free: 1-800-268-4419
www.centennialcollege.ca

Collège Boréal
21, boulevard LaSalle
Sudbury, Ontario P3A 6B1
Phone: 705-526-6573
Toll free: 1-800-361-6673
www.boreal.on.ca

Conestoga College Institute of Technology and Advanced Learning
239 Doon Valley Dr.
Kitchener, Ontario N2G 4M4
Phone: 519-748-5220
www.conestogac.on.ca

Confederation College of Applied Arts and Technology
1450 Nakina Dr.
PO Box 398
Station F
Thunder Bay, Ontario P7C 4W1
Phone: 807-475-6110
Toll free (Ontario, Manitoba): 1-800-465-5493
www.confederationc.on.ca

Durham College of Applied Arts and Technology
PO Box 385
2000 Simcoe St. N.
Oshawa, Ontario L1H 7K4
Phone: 905-721-2000
Toll free: 1-800-461-3260
www.durhamc.on.ca

Fanshawe College of Applied Arts and Technology
PO Box 7005
1480 Oxford St. E.
London, Ontario N5Y 5R6
Phone: 519-452-4100
www.fanshawec.on.ca

George Brown College of Applied Arts and Technology
PO Box 1015, Station B
Toronto, Ontario M5T 2T9
Phone: 416-415-2000
Toll free: 1-800-265-2002
www.gbrownc.on.ca

Georgian College of Applied Arts and Technology
One Georgian Dr.
Barrie, Ontario L4M 3X9
Phone: 705-728-1951
www.georgianc.on.ca

Humber College Institute of Technology and Advanced Learning
205 Humber College Blvd.
Etobicoke, Ontario M9W 5L7
Phone: 416-675-6522
Toll free: 1-800-268-4867
www.humberc.on.ca

La Cité collégiale
801, promenade de l'Aviation
Ottawa, Ontario K1K 4R3
Phone: 613-742-2483
Fax: 613-742-2493
www.lacitec.on.ca

Lambton College of Applied Arts and Technology
1457 London Rd.
Sarnia, Ontario N7S 6K4
Phone: 519-336-1111
www.lambton.on.ca

Loyalist College of Applied Arts and Technology
PO Box 4200
Wallbridge/Loyalist Rd.
Belleville, Ontario K8N 5B9
Phone: 613-969-1913
Toll free: 1-888-569-5478
www.loyalistc.on.ca

Mohawk College of Applied Arts and Technology
Cassidy Ave. and West St.
Box 2034
Hamilton, Ontario L8N 3T2
Phone: 905-575-1212
www.mohawc.on.ca

Niagara College of Applied Arts and Technology
300 Woodlawn Rd.
Welland, Ontario L3C 7L3
Phone: 905-735-2211
Admissions: ext. 7618
www.niagarc.on.ca

Northern College of Applied Arts and Technology
Highway 101 East
PO Box 3211
Timmins, Ontario P4N 8R6
Phone: 705-235-3211
www.northernc.on.ca

St. Clair College of Applied Arts and Technology
2000 Talbot Rd. W.
 Windsor, Ontario N3A 6G4
Phone: 519-966-1656
Admissions: 519-972-2759
www.stclairc.ca

St. Lawrence College of Applied Arts and Technology
King and Portsmouth
Kingston, Ontario K7L 5A6
Phone: 613-544-5400
www.sl.ca

Sault College of Applied Arts and Technology
PO Box 60
443 Northern Ave.
Sault Ste. Marie, Ontario P6A 5L3
Phone: 705-759-6774
Toll free: 1-800-461-2260
www.saultc.on.ca

Seneca College of Applied Arts and Technology
1590 Finch Ave. E.
Toronto, Ontario M2J 2X5
Phone: 416-491-5050
www.senecac.on.ca

Sheridan College Institute of Technology and Advanced Learning
1430 Trafalgar Rd.
Oakville, Ontario L6H 2L1
Phone: 905-845-9430
www.sheridanc.on.ca

Sir Sandford Fleming College of Applied Arts and Technology
599 Brealey Dr.
Peterborough, Ontario K9J 7B1
Phone: 705-249-5531
www.flemingc.on.ca

AGRICULTURAL AND OTHER COLLEGES

Collège d'Alfred
CP 580
31, rue St. Paul
Alfred, Ontario K0B 1A3
Phone: 613-679-2218
www.alfredc.uoguelph.ca

Kemptville College
830 Prescott St., Box 2003
Kemptville, Ontario K0G 1J0
Phone: 613-258-8336
<http://kemptvillec.uoguelph.ca>

Michener Institute for Applied Health Sciences
Student Services
222 St. Patrick St.
Toronto, Ontario M5T 1V4
Phone: 416-596-3177
www.michener.on.ca

Niagara Parks Commission School of Horticulture
Admissions
PO Box 119
Niagara Falls, Ontario L2E 6T2
Phone: 905-356-8554
www.niagaraparks.com/nature/school.php

Ridgetown College of Agricultural Technology
Director
120 Main St. E.
Ridgetown, Ontario N0P 2J0
Phone: 519-674-1500
www.ridgetownc.on.ca

UAC
www.uac.on.ca
For information on admission requirements, programs, fees, and residences, contact:

Aigoma University College
152 Dundas St. W.
South St. Marie, Ontario P6A 2G4
Phone: 705-949-2301
Toll free: 1-888-254-6628
www.auc.ca

Brock University
500 Glenridge Ave.
St. Catharines, Ontario L2S 3A1
Phone: 905-688-5550
www.brocku.ca

Carleton University
1125 Colonel By Dr.
Ottawa, Ontario K1S 5B6
Phone: 613-520-7400
Fax: 613-520-7444
www.carleton.ca

Collège dominicain de philosophie et de théologie
96 avenue Empress
Ottawa, Ontario K1R 7G3
Phone: 613-233-5696 or 613-233-5697
www.collegedominicain.com

Collège universitaire de Hearst
CP 580
Hearst, Ontario P0L 1N0
Phone: 705-372-1781
Toll free: 1-800-887-1781
www.univhearst.edu

University of Guelph
50 Stone Road E.
Guelph, Ontario N1G 2W1
Phone: 519-824-4120
www.uoguelph.ca

Lakehead University
955 Oliver Rd.
Thunder Bay, Ontario P7B 5E1
Phone: 807-343-8110
Toll free (Ontario, Manitoba, Saskatchewan): 1-800-465-3959
www.lakeheadu.ca

Laurentian University
935 Ramsey Lake Rd., 11th Floor
Sudbury, Ontario P3E 2C6
Phone: 705-675-1151
Toll free: 1-800-263-4188
www.laurentian.ca

McMaster University
1280 Main St. W.
Hamilton, Ontario L8S 4L8
Phone: 905-525-9140
www.mcmaster.ca

Nipissing University
PO Box 5002
100 College Dr.
North Bay, Ontario P1B 8L7
Phone: 705-474-3450
Toll free: 1-800-655-5154
www.unipissing.ca

Ontario College of Art & Design (OCAD)
100 McCaul St.
Toronto, Ontario M5T 1W1
Phone: 416-977-5311
www.ocad.on.ca

University of Ontario Institute of Technology
2000 Simcoe Street N.
Oshawa, Ontario L1H 7L7
Phone: 905-721-3111, ext. 3137
Toll free: 1-866-844-UOIT (8648)
www.uoit.ca

University of Ottawa
550 Cumberland St.,
Ottawa, Ontario K1N 6N5
Phone: 613-567-5881
Toll free: 1-877-868-8292
www.uottawa.ca

Queen's University
99 University Ave.
Kingston, Ontario K7L 3N6
Phone: 613-533-2000
www.queensu.ca

Royal Military College of Canada
PO Box 17000, Stn. Forces
Kingston, Ontario K7K 7B4
Phone: 613-541-6600
www.rmc.ca

Ryerson University
350 Victoria St.
Toronto, Ontario M5B 2K3
Phone: 416-979-5000
www.ryerson.ca

Saint Paul University
223 Main St.
Ottawa, Ontario K1S 1C4
Phone: 613-566-1466
www.usstpaul.ca

University of Toronto
30 College Street
St. George Campus
27 King's College Circle
Toronto, Ontario M5S 1A1
Phone: 416-978-2000
www.utoronto.ca

Trent University
1600 West Bank Dr.
Peterborough, Ontario K7A 6L6
Phone: 705-748-1011
Toll free: 1-888-739-8885
www.trentu.ca

University of Waterloo
200 University Ave. W.
Waterloo, Ontario N2L 3G1
Phone: 519-885-1234
www.uwaterloo.ca

University of Western Ontario
1151 Richmond St.
London, Ontario N6A 5B8
Phone: 519-661-2111
www.uwo.ca

Wilfrid Laurier University
75 University Ave. W.
Waterloo, Ontario N2L 3C5
Phone: 519-884-1911
www.wlu.ca

University of Windsor
401 Sunset Ave.
Windsor, Ontario N9B 3P4
Phone: 519-253-4232
Toll free (Ontario, Quebec): 1-800-864-2860
www.uwindsor.ca

York University
4700 Keele St.
Toronto, Ontario M3J 1P3
Phone: 416-736-1101
www.yorku.ca

DISTANCE EDUCATION AND ONLINE LEARNING

Contact North: Distance Education and Training Network
If there is no listing for Contact North in your local telephone book, call 1-800-561-2222, go to www.cnorth.edu.on.ca or contact one of the two regional coordinating centres.

Northwest Headquarters
1139 Alloy Dr., Ste. 104
Thunder Bay, Ontario P7B 6M8
Phone: 807-344-1616
Fax: 807-344-2390

Northeast Headquarters
410 Falconbridge Rd., Unit 1
Sudbury, Ontario P3A 4S4
Phone: 705-560-2710
Fax: 705-525-0136

OntarioLearn.com
colleges, universities, and
www.ontariolearn.com
For information about registering private career colleges contact:

Private Institutions Branch
Ministry of Training Colleges and Universities
100 King, 14th Floor, Suite 1400
900 Bay St.
Toronto, Ontario M7A 1L2
Phone: 416-326-6900
Fax: 416-326-4999
www.edu.gov.on.ca

For information about particular courses, contact:

Ontario Association of Career Colleges
274 Victoria Park
PO Box 340
Brampton, Ontario N3T 5N3
Phone: 519-751-1744
Fax: 519-751-1649
www.oacc.on.ca

ABORIGINAL INSTITUTES CONSORTIUM

Anishinabek Educational Institute
310 Lakeshore
RR1, Munich, Ontario N0M 1N0
Phone: 519-366-1466
www.anishinabek.ca/aei

First Nations Technical Institute
300 Lakeshore
Dunlop, Ontario K6H 5T3
Phone: 519-366-1466
Fax: 519-366-1469
www.tyendinaga.net/fnti

Hohobah Akwesasne Adult Education
PO Box 505
Dunlop, Ontario K6H 5T3
Phone: 519-366-1466
Fax: 519-366-1469

Kenjegin Teg Educational Institute
300 Lakeshore
Dunlop, Ontario K6H 5T3
Phone: 519-366-1466
Fax: 519-366-1469
www.ktei.net

Ogwehweh Skills and Trades Training Centre
16 Lakeshore
Dunlop, Ontario K6H 5T3
Phone: 519-366-1466
Fax: 519-366-1469
www.osttc.com

Oshku-Pimache-O-Win Education and Training Institute
10 Lakeshore
Thunder Bay, Ontario P7B 6M8
Phone: 807-344-1616
Fax: 807-344-2390
www.oshku.ca

Seven Generations Education Institute
1455 Idylwild Dr., Box 297
Fort Frances, Ontario P9A 4M6
Phone: 807-274-0796
Fax: 807-274-6761
www.7generations.org

Six Nations Polytechnic
PO Box 706
Oriskany, Ontario N0A 1M0
Phone: 519-445-0023
Fax: 519-445-4416
www.snpolytechnic.com

The office: Aboriginal Institutes Consortium
188 Alhambra St.
Brampton, Ontario N3T 2X2
Phone: 519-759-3725
Fax: 519-759-5616
www.aboriginalinstitutes.com

Career Cruising

Students across Ontario use Career Cruising to explore their career and education options. With hundreds of detailed occupation profiles and comprehensive information on postsecondary schools in Canada and the United States, Career Cruising can help you navigate through a maze of choices, helping to ensure that you have the information you need to set and reach your goals.

While you are exploring your career options, you will find a lot of information that you may want to save to review later. Career Cruising offers an online career **Portfolio Tool** that you can use to store and organize, in one place, all the information you obtain from your career exploration activities. To create a portfolio, click on the purple "Portfolio" button in the top menu bar of the Career Cruising website at www.careercruising.com and then follow the instructions that appear.

Within your portfolio, you can store your results from Career Matchmaker, our interest assessment tool that provides a list of career suggestions based on what you do and do not enjoy doing. You can also save your results from the My Skills assessment, which helps you see what skills you have and what skills you need to develop for particular careers.

As you find careers that you would consider pursuing, you can save those career profiles in your portfolio, where you will be able to access them quickly and easily. You can also record your thoughts about individual careers, such as what you like about them, what you might not enjoy, and what education and training they require.

Education is an essential component of career development. The Portfolio Tool can help you organize and plan your education to prepare you for the career you have chosen. You can track your high school course selections in the Education Plan, as well as your marks. The Education Plan will help you tally your credits to ensure that you have the necessary courses for graduation. You can also view course areas that are important for your chosen career.

School courses are not the only things you can track in your portfolio. You can also log your community service activities in the Volunteer Experience section of the portfolio. Here you can enter the type of experience you have gained, as well as the number of hours you have completed for each different activity.

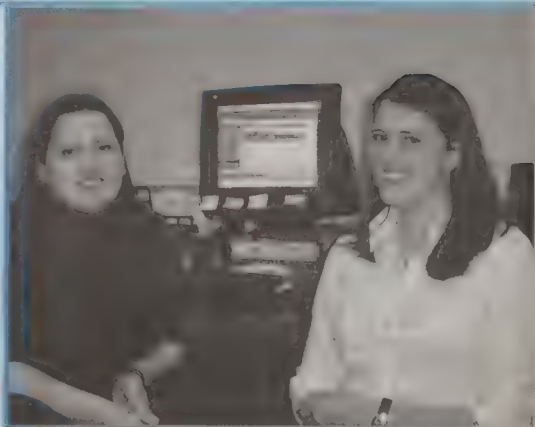
The Schools That Interest Me section of the portfolio allows you to save information about colleges and universities that you are considering attending. You can also record your thoughts about each school, such as programs you want to take, prerequisite courses, and other factors that may influence your choice of postsecondary institution.

In addition to the portfolio, Career Cruising also provides a **Resume Builder** that enables you to create a professional-looking résumé. As you create your résumé, you can choose from a variety of styles, decide which sections you want to include, and even export it as a Microsoft Word document, a text file, or a web page.

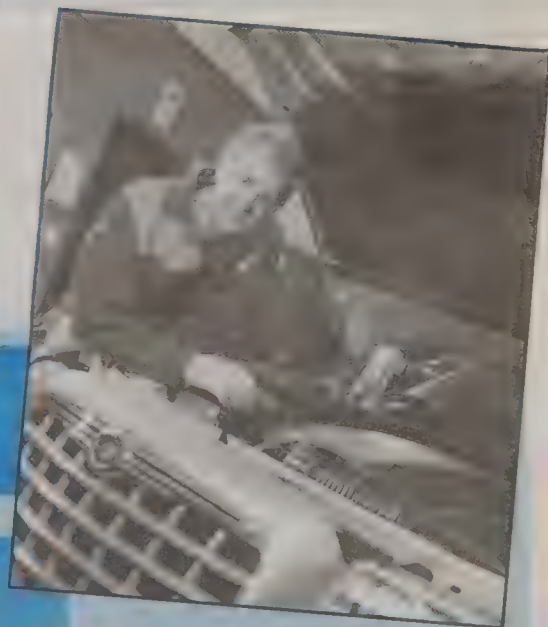
Toni Minchella, one of our client services representatives, says this: "Career planning can be an incredibly daunting prospect. With the Portfolio Tool, students can organize their thoughts and activities — as well as their studies and goals. The Education Plan helps them plan their courses. It helps them ensure that their course selections will meet the graduation requirements, including number of credits and required courses."

Remember, you can use Career Cruising from school, home, or anywhere you have Internet access. All you need is your school's username and password. Ask your guidance counsellor if you don't already know these, or contact Career Cruising at support@careercruising.com or at www.careercruising.com. Good luck!

Matt McQuillen, Career Cruising



Career planning can be an incredibly daunting prospect. With the Portfolio Tool, students can organize their thoughts and activities — as well as their studies and goals. The Education Plan helps them plan their courses. It helps them ensure that their course selections will meet the graduation requirements.



Wake-up call

The skilled trades offer careers you can build on

Up to 80 per cent of Canadian high school students believe they'll go to university. Less than 50 per cent actually will. That according to recent research conducted by the Canadian Apprenticeship Forum and Skills Canada as part of a campaign to awaken students and other career seekers to opportunities in skilled trades and technology careers.

"For many years, skilled careers have been falsely stereotyped as dirty, low-paying jobs — jobs you consider if you can't finish high school and don't have the smarts for other occupations," says Allan Bruce. Allan is a member of the Canadian Operating Engineers Joint Apprenticeship and Training Council and sits on the Board of Directors of the Canadian Apprenticeship Forum. Thankfully, he says, today these myths are being dispelled.

Students are learning that

- Skilled trade and technology positions are challenging, respected jobs that offer good pay and opportunities for advancement.
- 'Skilled careers' refers to a whole range of jobs — from boilermaker, automotive technician and carpenter to chef, hair stylist and graphic designer.
- Many of the same skills required for professional careers are essential for trades and technology careers, such as strong math skills.

Earn while you learn

Students are also learning about one big advantage apprenticeship training offers: the chance to earn while you learn. "This means most apprentices don't end up with a big student loan to pay off at the end of their training," Allan says.

And the training doesn't have to end there. Many journeypeople use their apprenticeship training as a stepping stone to other careers. "Some of the best civic and mechanical engineers I've worked with were tradespeople first," Allan says. "They truly understood the practical side."

POSTSECONDARY CHOICES

While many students will go directly to the workplace once they've finished secondary school, most will eventually participate in some form of postsecondary education. Here's a current snapshot of postsecondary education options in Ontario.

APPRENTICESHIP TRAINING

Early childhood educator, child and youth worker, electrician, and tool and die maker are among the more than 130 professions for which apprenticeship training is available. Many great online resources provide details about the type of work, the salary you can expect, and the process involved in an apprenticeship.

How do I apply?

While some exceptions apply, getting accepted without your Ontario Secondary School Diploma (OSSD) is almost impossible. In addition, you'll need to find an employer who's willing to train you. Before you begin the program, you'll sign a contract that outlines when you'll be working, when you'll be attending classes, and how much you'll be paid.

Will I get in?

The best way to improve your chances of getting into an apprenticeship program is to start early. If you're still in school, check out the Ontario Youth Apprenticeship Program (OYAP), which will allow you to start working on your apprenticeship while you're still in secondary school. Since you'll also need to convince an employer to hire you, getting some work experience will allow you to demonstrate that you are a reliable potential apprentice who is serious about making a commitment to the training program. Make use of your network to ensure that potential employers know that you are ready to start an apprenticeship program.

Do grads get jobs?

The best part of an apprenticeship program is that you'll already have a job. You will get paid while you learn.

PRIVATE CAREER COLLEGES

Over 400 private career colleges in Ontario offer certificates and diplomas in a wide range of fields. Some of these colleges are quite new, but others have been in business for over 100 years. Unlike colleges of applied arts and technology, private colleges don't receive funding from the government. As a result, tuition fees tend to be higher. On the other hand, programs in these schools are very focused and often are much shorter than comparable programs in the other colleges.

How do I apply?

Each college has its own application form and process. It's important to note that an application to a private career college is a contract that outlines the costs and how you will make payments.

Will I get in?

For most programs in private career colleges, applicants who have their diploma and the required courses will be offered admission.

Do grads get jobs?

According to the most recent information available, almost 80 per cent of grads had jobs six months after graduation. Key Performance Indicator data are available from individual schools.

COLLEGES OF APPLIED ARTS AND TECHNOLOGY

There are a total of 24 colleges across the province. In addition, the Michener Institute of Applied Health Sciences and various agricultural colleges are part of this system. Colleges offer a wide variety of programs including one-year certificates, two- and three-year diplomas, and four-year applied degrees. Some offer collaborative programs in partnership with universities, and most have agreements that will allow students to transfer from one college to another or from college to university. All colleges have programs in place to assist students in making the transition from high school to college.

How do I apply?

Most applicants now apply online. You'll be allowed five college choices on your application. You can choose as many as three different programs at the same college. Applications are due before February 1 for programs starting the following September.

Will I get in?

For some college programs, competition is pretty tough. It's important to note that colleges now offer postgraduate programs that are limited to those who have already completed a degree or a diploma. Admission to some very specialized college programs will always be competitive. But for the majority of programs, students with their OSSD and reasonable marks in the required courses will receive an offer of admission. Make sure that you research which courses are required as well as those that are recommended for the particular program you'd like to pursue. Additional factors affect admission to some programs. You may be asked to submit a portfolio, attend an interview or orientation session, or provide additional information about your related volunteer or paid work experience.

Do grads get jobs?

In the most recent report available, almost 90 per cent of college grads had jobs within six months of graduation. All colleges are required to track their graduates and post Key Performance Indicators that show how many students graduated and how many got jobs, program by program, every year.

UNIVERSITIES

Nineteen universities and the Ontario College of Art and Design are now part of this system. Universities typically offer three- and four-year bachelor's degrees as well as postgraduate degrees at the master's and doctoral level. Many universities offer co-operative education programs as well as internships and opportunities to study abroad as part of an organized exchange program. All universities have programs in place to assist students in making the transition from high school to university.

How do I apply?

Most students apply online. The deadline is usually early in January for programs starting the following September. You can apply to as many as three programs at every university in the province.

Will I get in?

You'll need a combination of at least six "4U" and/or "4M" courses. Note that the required courses, such as English, must be "U" courses. Specific requirements will vary by program and by university. In most cases, admission is based largely on your marks in those six courses. Some programs will be much more competitive than others, but if you're willing to do some research, you should be able to find an institution and a program that are right for you.

Do grads get jobs?

According to the most recent graduate survey, almost 94 per cent of university grads found jobs within six months of graduation. Universities are required to publish their Key Performance Indicator data that will indicate how many students in each program graduated and got jobs.

For more information, visit the Ontario School Counsellors' Association (OSCA) website at www.osca.ca.

SECTORSCOPE

Test your knowledge of Canada's economy

Canada has a diverse range of industry sectors. Each makes a unique contribution to the Canadian economy and offers its own set of challenging and rewarding occupations. Read through the following riddles. Try to guess which sector each describes. Refer to the list of possible solutions provided at left and compare your answers to those below.

What industry employs more than 160,000 workers, generates more than \$44 billion each year, and has been designated a priority industry by the federal government yet remains largely invisible to most Canadians?

HINT: Recycle!

There are more than 400 different career opportunities in the eight sectors within this industry. Roughly 10 per cent of Canadians work in this industry.

HINT: Travel safely!

For the last few decades, this industry has steadily gained an increasing share of the transportation market and become a vital part of the Canadian economy. The industry is a \$33 billion business employing over 500,000 people.

HINT: Keep on ...

Manufacturing companies in this industry use the same technologies – including robotics, computer simulation, and automation – as manufacturers building airplanes.

HINT: Could, should, ...

This industry is one of the oldest in Canada.

HINT: It's a material thing.

Roughly 6,000 new jobs are expected to be created in this industry over the next few years – in research and technical support activities, commercialization functions, and management positions.

HINT: Do your research.

This Canadian industry consists of 13 firms operating 17 plants in 5 provinces. It employs roughly 34,000 people.

HINT: Think metal!

In 2000, the annual global revenue in this industry was US\$200 billion and directly employed over 1 million people worldwide.

HINT: Into orbit!

This industry accounts for 25 per cent of our country's entire volume of merchandise exports.

HINT: Start your engine!

Organizations in this sector are at the leading edge of the knowledge age; they contribute between \$36 and \$38 billion to Canada's Gross Domestic Product. The services of this sector are used extensively by the manufacturing, telecommunications/utilities, finance, insurance, retail/wholesale, transportation, and government industries.

HINT: Hold the phone!

More than 300,000 people in Canada work in this critical sector – one supported by the country's very first social sector council, founded in 2003.

HINT: Kids' stuff.

This is Canada's single largest industry, employing close to 900,000 Canadian men and women in about 50 different trades.

HINT: Build it up!

The top skills currently in demand in this industry are TCP/IP, Windows XP, Windows 2000/ME, security skills, and Microsoft SQL Server.

HINT: Log on!

The stream of processes with which this industry is focused is recognized as vital to a company's ability to compete in the marketplace.

HINT: It's all in the details.

POSSIBLE SOLUTIONS

AGRICULTURE	PETROLEUM
AUTOMOTIVE	PLASTICS
AVIATION MAINTENANCE AND AEROSPACE MANUFACTURING	SOFTWARE
BIOTECHNOLOGY	STEEL
CHILD CARE	TECHNOLOGY
CONSTRUCTION	TOURISM
CUSTOMER CONTACT CENTRES	TRUCKING
LOGISTICS	WOOD MANUFACTURING
	TEXTILES

To further explore these industry sectors,
visit the Alliance of Sectoral Councils
website at

www.councils.org

1. Plastics	6. Biotechnology
2. Tourism	7. Steel
3. Trucking	8. Aviation maintenance and aerospace manufacturing
4. Wood manufacturing	9. Automotive
5. Textiles	10. Customer contact centres
	11. Child care
	12. Construction
	13. Software
	14. Logistics

ANSWERS



Aboriginal Institutes Celebrate

This year, 2004/05, marks the 10th anniversary of the Aboriginal Institutes' Consortium. We celebrated the anniversary on October 7, 2004, at the Fall Harvest Feast and Celebration at Seven Generations Education Institute in Fort Frances. Currently, the members of the consortium are these eight Aboriginal owned and controlled postsecondary education and training institutions located throughout Ontario:

Anishinabek Educational Institute, North Bay	Ogwehoweh Skills and Trades Training Centre, Six Nations
First Nations Technical Institute, Tyendinaga	Oshki-Pimache-O-Win Education and Training Institute, Thunder Bay
Iohahio Akwesasne Adult Education, Akwesasne	Seven Generations Education Institute, Fort Frances
Kenjigewin Teg Educational Institute, M'Chigeeng First Nation	Six Nations Polytechnic, Six Nations

Consortium member institutions continue to expand program offerings, services, and facilities to address the education and training needs of Aboriginal people. Over the past 10 years, the consortium celebrated the opening of three new buildings, several new programs and projects, increased research capacity, courses available online, equipment upgrades, and more. Consortium member institutions have educated or trained 27,000 students and have a roster of more than 150 different programs.

Consortium member institutions are responsive to the education and training needs that Aboriginal people and communities identify. Member institutions follow guiding principles, including these:

- Indigenous knowledge, values, and beliefs are the foundation for our educational development.
- Our languages are the foundation of our cultural identity.
- Our responsibility is the well-being of the next seven generations.
- Our deliberations must occur with awareness of the future of our children and their children.
- Education is a lifelong learning process to encourage the mental, physical, emotional, and spiritual development of our people.

The foundation these guiding principles provide, coupled with community-based program delivery using flexible delivery models and a dedication to student support, has attributed to increased student recruitment and high rates of student success. Over a five-year period, enrolment increased 92 per cent. Student success rates are as high as 98 per cent.

Programs are delivered largely by Aboriginal instructors in culturally enhanced, learner-centred environments. The programs address Aboriginal learning styles. Some culture-based programs, such as the master's program in Indigenous philosophy delivered by Seven Generations Education Institute and the Spirit of the Two Row Wampum program delivered by Six Nations Polytechnic, become important means to preserve the intellectual property of First Nations people.

The varied programs that consortium member Aboriginal institutions offer support lifelong learning. Included are literacy programs; adult education and skills development programs; secondary school, certificate, diploma, and degree programs; training, culture, and language courses; professional development programs; and community workshops. Some of the specific programs offered are Aboriginal Media, Indigenous Health Practices, Renewal Energies, Bachelor of Social Work, Bachelor of Education, Public Administration, Horticulture, Aviation, Nursing, Paramedic, Community Services Worker, Gas Fitter/Technician, Welding, computer programs such as Web Development and A+ Certification, teacher education, and First Nations principals training.

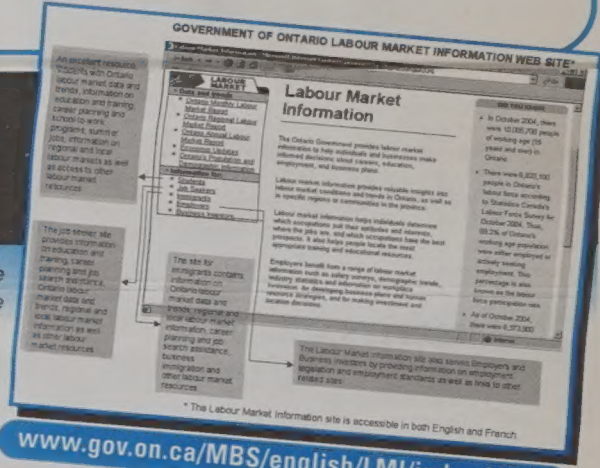
Student support services include academic, career, social, and financial counselling; cultural and spiritual teachings; peer support; study groups; elder support; student housing; and assistance in accessing community organizations such as child care, transportation, and other social programs.

Consortium member institutions work with First Nations communities, other institutions within and outside of Ontario, and industry to assist them in addressing the education and training needs of Aboriginal people. For more information, visit the Aboriginal Institutes' Consortium website at www.aboriginalinstitute.com. **Aboriginal education and training with pride!** Lu Ann Hill-MacDonald, Executive Director

LABOUR MARKET INFORMATION

Where can you find information about the labour market in Ontario and the kinds of programs and services that are available to young people? Visit the new Labour Market Information (LMI) website, which is updated monthly, at www.gov.on.ca/MBS/english/LMI/index.html.

Here you can find information on job prospects, career planning, education and training, job search assistance, school-to-work programs, regional and local labour market conditions, and more.



Arts and Culture

Career areas in Canada's arts and culture sector include:

- Broadcasting
- Music and sound recording
- Film and television
- New media
- Visual arts and crafts
- Writing and publishing
- Live performing arts

Jobs that look promising

Career prospects are bright for people with managerial and planning skills and for those who want to work in new media. Strong demand is also predicted for administrators with fundraising and market-development skills. Many organizations will require workers with a combination of general fundraising experience and expertise in the marketing of specific events and projects.

Canada's cultural industry — especially film and television, publishing, and digital media — has excellent export potential. People with specialized export marketing and promotion skills will, therefore, be in demand.

Openings for writers, editors, journalists, translators, and interpreters are also likely to be plentiful. Many such positions will become available because of attrition.

Traditionally, most positions in arts and culture have been in the public sector. However, more of them are appearing in the private sector, which, for example, is showing an increasing demand for corporate archivists and librarians to help other employees find information on the Internet and in computerized databases.

New media, which encompasses the creation of products that integrate, text, sound, photographs, images, and video, will also require more workers, specifically:

- Graphic arts technicians
- Graphic designers and illustrators

Healthy demand is also expected for audio and video recording technicians and for technical occupations in motion picture production, broadcasting, and the performing arts.

WHERE CAN I FIND OUT MORE?

Association of Canadian Television and Radio Artists (ACTRA): www.actra.ca

Association of Registered Interior Designers of Ontario: www.arido.on.ca

Canadian Association of Broadcasters (CAB): www.cab-acr.ca

Canadian Authors Association: www.canauthors.org

Canadian Conference of the Arts: www.ccarts.ca

Canadian Heritage Information Network: www.chin.gc.ca (search "career")

Cultural Careers Council of Ontario: www.workinculture.on.ca

Cultural Human Resources Council: www.culturalhrc.ca

Interactive Multimedia Arts and Technologies Association (IMAT): www.imat.ca

Society of Graphic Designers of Canada: www.gdc.net

Business and Public Administration

Occupations in business and public administration can range from court officers and property administrators to insurance claims adjusters and managers in a wide range of businesses and in government.

This category also includes:

- Purchasing managers
- Publicity and information officers
- Accountants and auditors
- Record keepers
- Human resources managers
- Insurance brokers and agents
- Claims adjusters
- Accident investigators
- Real estate agents and brokers

Jobs that look promising

- Insurance, real estate, and financial brokerage managers
- Banking, credit, and other investment managers
- Financial and investment analysts
- Purchasing agents and officers
- Accounting and related clerks
- Shippers and receivers
- Insurance underwriters
- Accountants and auditors

Over the next few years, the outlook for work in these careers is good, but new entrants will need higher levels of formal education and a lot more familiarity with computers than in the past.

WHERE CAN I FIND OUT MORE?

Canadian Institute of Chartered Accountants:
www.cica.ca

Canadian Management Centre: www.cmcmai.org

Certified General Accountants of Ontario:
www.cga-ontario.org

Certified Management Accountants of Ontario:
www.cma-ontario.org

Institute of Chartered Accountants of Ontario:
www.icao.on.ca

Insurance Bureau of Canada: www.ibt.ca

Logistics Institute: www.loginstitute.ca/career

Office Workers Career Centre:
www.clericalworkerscentre.org

Purchasing Management Association of Canada:
www.pmac.ca

**Job prospects are good for:**

- Trained food and beverage servers
- Hotel staff
- Chefs and cooks
- Tour guides and event planners

Bright future for employment

In the next five years, many new jobs will be created in the following areas:

- Hospitality sector – hotels, motels, and restaurants
- Special events
- Tours and vacations
- Sports

Jobs that look promising

Travel and tourism catering to people 50 and older is a major market. Demand is high for people to run tours and organize events that stress historical, educational, or cultural elements.

HEALTH CARE

**The future for work in health care**

The aging health care workforce and the gradual drop in the average age of retirement (from 65 in 1976 to 62 in the late 1990s) mean there will be significant need for health-care workers, even though growth in the total number of health-care jobs will be slow.

Jobs that look promising

Dental hygienists • Dental hygienists clean patients' teeth and help patients maintain good oral health.

Opticians • Opticians are specialized health-care professionals who fit eyeglasses and contact lenses, following prescriptions written by ophthalmologists or optometrists.

Dietitians and nutritionists • Dietitians and nutritionists plan food and nutrition programs and supervise the preparation and serving of meals.

Lab technicians and technologists • Clinical laboratory testing plays a crucial role in the detection, diagnosis, and treatment of disease. Medical laboratory technologists and medical laboratory technicians perform most of these tests.

Medical radiation technologists • Medical radiation technologists and technicians take X-rays and administer nonradioactive materials into patients' bloodstreams for diagnostic purposes.

Pharmacists • Pharmacists compound and dispense prescribed pharmaceuticals and provide consultative services to clients and health-care providers.

Registered Nurses • Registered nurses provide direct nursing care to patients, deliver health education programs, and provide consultative services regarding issues relevant to the practice of nursing.

WHERE CAN I FIND OUT MORE?

Canadian Council of Technicians and Technologists:
<http://www.cctt.ca>

Canadian Dental Association: www.cda-adc.ca

Canadian Institute for Health Information: www.cihi.ca

Canadian Medical Association: www.cma.ca

Canadian Nurses Association: www.cna-nurses.ca

Ontario Dental Hygienists' Association: www.odha.on.ca

Registered Nurses Association of Ontario: www.mao.org

Trades and Construction

If you have good mechanical and technical skills, there are plenty of opportunities down the road for:

- Automotive service technicians
- Machinists
- Sheet metal workers
- Construction tradespeople (crane operators, construction drillers, roofers)
- Electricians
- Refrigeration and air-conditioning mechanics
- Tool and die makers

Shortages in many skilled trades are predicted due to a combination of industry growth and retirement of tradespeople.

The future for trades

Opportunities will increase, driven by the heavy rate of retirement expected in the coming decades.

Jobs that look promising**Heavy-duty equipment mechanics**

Workers in this trade repair, overhaul, and maintain the mobile heavy-duty equipment used in construction, forestry, mining, material handling, landscaping, land clearing, and farming.

Industrial mechanics (millwrights)

Industrial mechanics, or millwrights, install, maintain, and repair industrial machinery and mechanical equipment. Millwrights will increasingly need to use electronic testing and measuring equipment in their work.

Telecommunications installation and repair workers

These workers install, test, maintain, and repair telephones and telephone switching and telecommunications equipment related to the transmission of sound and video signals and other data over a variety of media.

There will also be many jobs in the hospitality sector for people without specialized training. However, some workers, such as cooks and catering managers, will have acquired their skills at least partly at a college.

Chefs and bakers

Employment in these occupations is sensitive to economic conditions and seasonal variations. However, trained chefs and cooks are in high demand and should continue to be.

Food and beverage servers

Employment for this occupation is expected to grow.

Front desk agents

Front desk agents work in the lobby or reception areas of hotels, motels, resorts, and other accommodation facilities. The position is challenging and varied, and offers the opportunity to work flexible hours and meet many people.

Bricklayers

These workers lay bricks, concrete blocks, stone, and other materials to construct or repair walls, arches, chimneys, fireplaces, and other structures in accordance with blueprints and specifications.

Steamfitters, pipefitters, and sprinkler system installers

Steamfitters and pipefitters lay out, assemble, fabricate, maintain, troubleshoot, and repair piping systems that carry water, steam, chemicals, and fuel in heating, cooling, lubricating and other process piping systems. Sprinkler system installers fabricate, install, test, maintain, and repair water, foam, carbon dioxide, and dry chemical sprinkler systems in buildings for fire protection purposes.

WHERE CAN I FIND OUT MORE?

Automotive Industries Association of Canada:
www.aiacanada.com

Automotive Parts Manufacturers' Association:
www.apma.ca

Canadian Apprenticeship Forum: www.caf-fca.org

Canadian Automotive Repair and Service Council:
www.cars-council.ca/idl.asp

Ontario Construction Secretariat:
www.iciconstruction.com

Ontario Trucking Association: www.ontruck.org

Red Seal: www.red-seal.ca

Skills Canada (promotes trade/technical careers):
www.skillscanada.com

Travel counsellors

Travel counsellors advise clients on travel options and tour packages, make reservations, prepare tickets, and process payments.

WHERE CAN I FIND OUT MORE?

Canadian Culinary Federation: www.ccfcc.ca

Canadian Restaurant and Foodservices Association: www.crfca.ca

Canadian Tourism Human Resource Council:
www.cthrc.ca/careerplan.shtml

Tourism Work Web: www.tourismworkweb.com